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ABSTRACT

The final report describes the 3-year project CRITERIA (Chesterfield/Richmond Inservice Teacher Education for Regular Instructional Areas) designed to provide inservice training to regular elementary teachers dealing with mildly handicapped students in the mainstream. Goals and objectives for each of the 3 years are listed, along with accomplishments listed in chronological order. The project employed a multiplier effect, in which two grant staff trained approximately 170 trainers in teams of three per building who in turn provided 10-20 hours of inservice to over 1,500 elementary teachers. Evaluation findings are detailed for each year. The project was found to be an effective and economical means of training regualr classroom teachers in competencies needed to teach handicapped students in their classes for portions of the school day. Five inservice modules and one trainer of trainers module were edited for possible publication. (CL)

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Project CRITERIA

The Final Report of the REGI Grant Project CRITERIA, 1980-83 (OEG G008001404)

School of Education
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August 1983

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INTRODUCTION

The concept of the least restrictive environment has been focused upon by Local Education Agencies, State Education Agencies, and Institutions of Higher Education since the passage of Public Law 94-142. One requirement of the individual education program (IEP) for each handicapped pupil is a description of the extent to which that pupil will participate in regular education programs. Experience indicates that the less handicapped will receive a greater extent of their education in regular classes. The least restrictive environment will be different for different handicapped pupils. The environment which is least restrictive also changes over time for less handicapped pupils. As special education and related services benefit the pupil, he/she becomes more involved in regular education. The length of time it takes for a pupil to be gradually phased into the regular classroom also varies dramatically from pupil to pupil. It may be from weeks for one pupil to months or even years for another. During that gradual integration process, regular teachers are becoming increasingly involved in providing for meeting these pupils' needs.

According to Brinegar (1979), the promise of the least restrictive alternative is that teachers, school administrators and parents will actually place the child first. Although the concept of the least restrictive alternative has received acceptance by the special educator (Keogh & Levitt, 1976), there is evidence that some regular educators are opposed to its implementation (Joyce, McNair, Diaz, McKibbin, Waterman, & Baker, 1977). Attitudinal problems are one of the uppermost barriers to overcome in implementing the least restrictive alternative (Allen, 1980; Dodd, 1980; Tice, 1979).

Resistance to mainstreaming is becoming more widespread as unforeseen problems surface to bewilder administrators and teachers alike (Dixon, Shaw, & Bensky, 1980). Much of the discontent stems from fear and lack of clarification of the responsibilities of and competencies needed by regular education teachers and special education personnel (Paul & Warnock, 1980).

Cortright (1980) reported the results of the National Education Association Teacher Opinion Poll. From the 1,777 teachers completing the surveys, 64% thought that schools do not provide enough help for the regular classroom teachers who have mainstreamed students.

Price and Ringlaben (1981) found that a large percentage of regular classroom educators feel totally unprepared for the integration of the exceptional child into their classroom.

The regular classroom teacher needs training to meet the individual academic and social needs of pupils with mild handicapping conditions. Teachers have voiced the need for adequate inservice education in implementing the least restrictive alternative. Many receiving teachers feel ill equipped and do not possess the skills necessary to meet the needs of mainstreamed children (Allen, 1980; Davidson, 1980; Burdg, Carpenter, Graham, & Hudson, 1980; Davidson, 1980; Hudson, Graham & Warner, 1979; Peterson, 1980; Simon & Gillman, 1979; Stephens & Brown, 1980; Tice, 1979; Warren, 1979; and Williams & Algozinne, 1979).

It is difficult for the regular classroom teacher to return to Institutions of Higher Education for competence in educating these pupils. Further, coursework is not necessarily the most efficacious means of ensuring that trained teachers deliver appropriately designed instructional interventions to handicapped pupils in regular classrooms. There is an express need for on-site staff development for the regular classroom teacher to meet the individual needs of these pupils. On-site training has an advantage of

allowing for job-embedded field experiences to practice techniques learned during inservice training.

This final report describes a three-year Regular Education Inservice (REGI) project that was a collaborative effort of Virginia Commonwealth University and LEA personnel from Chesterfield County and Richmond Public Schools.

GOALS AND OBJECTIVES

The goals and objectives for Project CRITERIA (Chesterfield/Richmond Inservice Teacher Education for Regular Instructional Areas) span the three years of the project. These are listed below, as amended (due to finding levels being below those requested) and stated in the continuation proposal and letters to GPMD.

Goals and Objectives for the First Year

1. A comprehensive regular education inservice program will be implemented for elementary teachers in Chesterfield County Public Schools.
2. Twenty-three teams of three members per building, including an administrator (principal or assistant principal), special education teacher, and regular education teacher, will be trained in the skills necessary to develop and maintain the inservice program.
3. All of the elementary teachers, including regular and special classroom teachers, will be trained in competencies needed for educating the mildly handicapped pupil who is being gradually phased into the regular classroom.
4. There will be a variety of opportunities for communicating aspects of the project with interested professionals in the State of Virginia as well as larger professional community.

Goals and Objectives for Second Year were:

1. A comprehensive regular education inservice program will be completed for elementary teachers in Chesterfield County Public Schools.

2. A comprehensive regular education inservice program will be completed for Cycle I elementary teachers (15 schools) in the Richmond Public Schools (RPS).
3. Teams of three per building (including the curriculum specialist, regular classroom teacher, and teacher of the handicapped) from Cycle I schools will be trained in the skills necessary to develop and maintain the inservice program.
4. All of the elementary teachers, including regular and special classroom teachers, from Cycle I schools in RPS will be trained in competencies needed for educating the mildly handicapped pupil who is being gradually phased into the regular classroom.
5. Opportunities for communicating aspects of Project CRITERIA with interested professionals in Virginia and larger professional community will be pursued via brochure, articles, and presentation at conferences.

Goals and Objectives for Third Year were:

1. A comprehensive regular education inservice program will be completed for Cycle II elementary teachers (14 schools) in the Richmond Public Schools.
2. Teams of three per building (including the curriculum specialist, regular classroom teacher, and teacher of the handicapped) from Cycle II schools in RPS will be trained in the skills necessary to develop and maintain the inservice program.
3. All of the elementary teachers, including regular and special classroom teachers, from Cycle II schools in RPS will be trained in competencies needed for educating the mildly handicapped pupil who is being gradually phased into the regular classroom.

4. Opportunities for communicating aspects of Project CRITERIA with interested professionals in Virginia and larger professional community will be pursued via brochure, articles, and presentation at conferences.

ACCOMPLISHMENTS

The accomplishments to date are listed in chronological order. Some of these were listed in the continuation proposals and will be repeated so a gestalt is evident.

Accomplishments to Date

1980

May

Met with central office personnel (assistant superintendent, director of elementary instruction, assistant director of pupil services, program specialist for inservice, and supervisor for primary language arts) to plan for implementation of Project CRITERIA.

Designed needs assessment instrument which was distributed to all regular elementary teachers.

The Director of Elementary Instruction and Assistant Director of Pupil Services met with county principals to discuss the project and establish effective public relations.

Field consultants were selected from the 23 schools--at least one of whom would attend the summer training sessions.

June

Hired project manager, summer institute specialist, secretary, and graduate assistant.

Accomplishments to Date

Revised budget to reflect changes in emphasis--submitted to BEH.

Project staff and LEA personnel developed 13 instructional sequences--working drafts to be used in July training.

Project staff designed training sessions to be implemented in July.

Needs assessment data collated and analyzed.

July

Forty of the 75 field consultants attended a five-day training/work institute which included:

- developing introductory, formative, and application activities to be used with each instructional sequence.
- reacting to presentation material from each instructional sequence and suggesting modifications and additions.
- devising test questions for each instructional sequence.
- demonstration of key instructional sequences by project staff.
- listing concerns or anticipated problem areas

Five key LEA personnel further refined the sequence on teaching strategies and developed handout for teachers.

Met with media consultant to determine final organization and format for instructional sequences.

Accomplishments to Date

August-September

Project staff refined working drafts of sequences developed during the five-day training sessions.

Consultant (Ms. Helen Almanza) evaluated instructional sequences as the final working drafts were completed.

The LEA Assistant Director for Pupil Services (Ms. Jody Sands) evaluated instructional sequences and obtained input from other key personnel (e.g., school psychologists).

Project Director (Dr. Rosemary Lambie) attended NIN-sponsored Project Director's meeting.

A steering committee of one principal from each of the four administrative teams and a chairperson were appointed.

A revised budget was submitted to GPMD so that the LEA would receive subcontracted dollars.

October

The original 13 instructional sequences were combined and reorganized to include the following:

- Phasing Handicapped Students into Regular Classrooms
- PL 94-142
- Special Education and Related Services
- Assessment and Educational Planning

Accomplishments to Date

- Managing Surface Behavior
- Behavior Management
- Adaptation of Materials, Instruction, and Assignments
- Peer Tutoring

Revision and editing of the nine instructional sequences continued.

The steering committee met for two hours and considered the concerns voiced by field consultants. The recommendations included:

- providing LEA paid university credit to all field consultants
- providing NCC credit for all participants
- making inservice in all sequences mandatory for all instructional staff
- sequence of delivery of inservice topics to be the same for all schools
- countywide inservice days in 1981-82 to be devoted to Project CRITERIA
- the following timeline be used countywide:

February 1981	- Public Law 94-142
March 1981	- Special Education and Related Services
April 1981	- Phasing Handicapped Students into Regular Classrooms
*August 1981	- Managing Surface Behavior - Adaptations of Materials, Instruction and Assignments
*October 1981	- Behavior Management

*Countywide inservice days

Accomplishments to Date

November 1981 - Peer Tutoring

December 1981 - Assessment and Educational Planning

Project staff planned October kick-off session involving all field consultants in publicity campaign.

October 16 — Fall kick-off began publicity campaign--all field consultants attended.

October 20 — Continuation grant submitted to OSE.

November — Project staff completed and had the Phasing module printed for Chesterfield County.

Project staff trained 75 field consultants from Chesterfield County in general inservice delivery skills. This full day training session was held on November 20. The schedule for the session is included in Appendix A on page 69. The field consultants' evaluation of the training is reported in Appendix B on page 92.

December — Project and LEA staff trained the 75 field consultants from Chesterfield County to deliver the module entitled "Phasing Handicapped Students into Regular Classes." The schedule for the session is included in Appendix A on page 70. The field consultants' posttest scores are reported in Appendix C on page 116. Field consultants'

Accomplishments to Date

evaluation of the training is reported in Appendix B on page 93.

1981

January

The 75 field consultants in Chesterfield delivered the 3-hour inservice module, "Phasing Handicapped Students into Regular Classes," to the 800 elementary teachers at the building level. Trainee posttest results are reported in Appendix D on page119. Trainers' self-evaluation results are reported in Appendix E on page 122.

Project and LEA staff completed and printed module on "Public Law 94-142" for Chesterfield.

All field consultants were invited to attend a special showing of "Kids on the Block."

February

Project and LEA staff trained the 75 Chesterfield field consultants in two full-day sessions on January 30 and February 4. The Public Law module was modeled. The schedule for the February 4 session is included in Appendix A on page 71. The field consultants' posttest scores are reported in Appendix C on page116. Field consultants' evaluation of the training is reported in Appendix B on page 94.

The 75 Chesterfield field consultants delivered the two and one-half hour inservice module "Public Law 94-142"

Accomplishments to Date

to the 800 elementary teachers at the building level on February 16. Trainee posttest results are reported in Appendix D on page 119.

March

Project and LEA staff completed the module entitled "Special Education and Related Services," and had it printed for Chesterfield.

Project staff collated teacher evaluations for the Phasing and Public Law modules for Chesterfield. These will be run through the computer after the completion of all training sessions in Chesterfield County.

Project and LEA staff presented a session on Project CRITERIA at the Virginia Council for Exceptional Children Conference.

April

Project and LEA staff trained the 75 Chesterfield field consultants to deliver the module "Special Education and Related Services" (SE/RLT) on April 7. The schedule for this session is included in Appendix A on page 72. The field consultants' posttest scores are reported in Appendix C on page 116. Field consultants' evaluation of the training is reported in Appendix B on page 95.

The Chesterfield field consultants delivered the one and one-half hour SE/RLT module to the 800 elementary teachers during after school sessions at the building level.

Accomplishments to Date

Trainee posttest scores are reported in Appendix D on page 119. Trainers' self-evaluation results are reported in Appendix E on page 122.

Project and LEA staff delivered the Phasing and Public Law modules to teachers who had been absent during the presentation in the Chesterfield Schools.

May

Project staff collated evaluative data from the SE/RLT module from Chesterfield.

Project and LEA staff completed the final draft of the Assessment module and had it printed for Chesterfield.

The project director completed an article on inservice training. The title of the article is "Avoiding Mousetraps or Getting Away with the Cheese in Inservice Delivery."

June

Project staff completed the "Managing Surface Behavior" module and had it printed for later use in Chesterfield County.

Project staff conducted a four-day summer institute for the 47 Richmond Public School field consultants from Cycle I. This was held June 22-25. Activities included:

- developing introductory, formative, and application activities to be used with new inservice modules
- reacting to presentation material from each inservice module and suggesting modifications and additions

Accomplishments to Date

- devising test questions for each inservice module
- demonstration of key inservice modules by project staff

Schedules are included on pages 76-79 and field consultants evaluation of the training is on pages 76-79.

Project staff completed the "Behavior Management" module for Chesterfield County and had it printed.

July

Project staff completed the "Characteristics, Attitudes and Phasing" module for the Cycle I schools in Richmond and had it printed.

August

Project staff trained the 75 Chesterfield field consultants, in two full-day sessions, to deliver the Managing Surface Behavior and Behavior Management modules. The schedules for these two days are included in Appendix A on page 73. The field consultants' posttest scores are reported in Appendix C on page 116. Field consultants' evaluation of the training is reported in Appendix B on pages 96-97.

The 75 field consultants in Chesterfield delivered the 3-hour Managing Surface Behavior module on August 26. Eight hundred teachers were trained at the building level. On August 27, the field consultants delivered the 5-hour Behavior Management module. Trainee posttest scores are reported in Appendix D on page 119. Trainers' self-evaluation results are reported in Appendix E on page 122.

Accomplishments to Date

Project and LEA staff trained all new teachers in Chesterfield County. The three modules presented included those presented the previous year--Phasing, Public Law, and Related Services.

September

Project staff completed the Adaptations module for Chesterfield and had it printed.

Project staff trained the 47 Cycle I Richmond field consultants in general inservice delivery skills on September 11. The schedule for this session is included in Appendix A on page 80. Field consultants' evaluation of the training is reported in Appendix B on page 104.

Project and LEA staff trained the 75 Chesterfield field consultants to deliver the "Assessment" module on September 23. The schedule for this session is included in Appendix A on page 74. The field consultants' post-test scores are reported in Appendix C on page 116. Field consultants' evaluation of the training is reported in Appendix B on page 98.

October

The 75 Chesterfield consultants delivered the Assessment module to the 800 teachers at the building level. Trainee posttest scores are reported in Appendix D on page 119.

Accomplishments to Date

Trainers' self-evaluation results are reported in Appendix E on page 122.

Project staff trained the 75 Chesterfield consultants to deliver the Adaptations and Peer Tutoring module on October 9. The schedule for this session is included in Appendix A on page 75. Field consultants' scores are reported in Appendix C on page 116. Field consultants' evaluation of the training is reported in Appendix B on page 99.

Project staff trained the 47 Cycle I Richmond field consultants to deliver the Characteristics, Attitudes, and Phasing module on October 30. The schedule for this session is included in Appendix A on page 81. The field consultants' posttest scores are reported in Appendix C on page 117. Field consultants' evaluation of the training is reported in Appendix B on page 105.

Brochures on Project CRITERIA were printed and mailed to LEAs in Virginia.

November

The 75 Chesterfield field consultants delivered the 4-hour Adaptations module on November 2. The 2-hour Peer Tutoring module was to be presented on another date in November or December. Both modules were delivered to the 800 teachers

Accomplishments to Date

at the building level. Trainee posttest scores are reported in Appendix D on page 119. Trainers' self-evaluation results are reported in Appendix E on page 122.

Project staff collated evaluative data from the Chesterfield Schools Managing Surface Behavior module.

The 47 Cycle I Richmond field consultants delivered the 2-hour "Characteristics, Attitudes, and Phasing" module during staff development sessions. Five hundred teachers received the training at the building level. Trainee posttest scores are reported in Appendix D on page 120. Trainers' self-evaluation results are reported in Appendix E on page 123.

December

The continuation proposal was submitted to the Department of Education.

The 75 Chesterfield consultants delivered the Peer Tutoring module to the 800 teachers at the building level. Trainee posttest scores are reported in Appendix D on page 119.

Project staff revised the inservice module titled "Managing Surface Behavior" and printed it for later implementation in Cycle I Richmond schools.

Accomplishments to Date

1982

January

Project staff trained the 47 Cycle I field consultants to deliver the "Managing Surface Behavior" module in Richmond schools. The schedule for this session is included in Appendix A on page 82. The field consultants' posttest scores are reported in Appendix C on page 117. Field consultants' evaluation of the training is reported in Appendix B on page 106.

The 47 Cycle I field consultants delivered the "Managing Surface Behavior" module to 500 teachers at the building level in Cycle I Richmond schools. Trainee posttest scores are reported in Appendix D on page 120. Trainers' self-evaluation results are reported in Appendix E on page 123.

Project staff revised and finalized the module titled "Adaptations of Instruction, Materials, and Assignments" for the Cycle I Richmond schools.

February

Project staff collated evaluative data from "Managing Surface Behavior" delivered in the Cycle I Richmond schools.

Project staff trained Cycle I field consultants to deliver the "Adaptations" module in Richmond schools. The schedule for that session is included in Appendix A on page 83. The field consultants' posttest scores are reported in

Accomplishments to Date

Appendix C on page117. Field consultants' evaluation of the training is reported in Appendix B on page 107.

The 47 Cycle I field consultants delivered the "Adaptations" module to 500 teachers at the building level in Richmond. Trainee posttest scores are reported in Appendix D on page120. Trainers' self-evaluation of the training is reported in Appendix E on page 123.

The Project Director and Manager attended the NIN Project Director's meeting in Arlington.

March

Project staff revised and finalized the module entitled "Peer Tutoring" for the Cycle I Richmond schools.

Project staff collated evaluative data from the Adaptations module delivered in the Cycle I Richmond schools.

Project staff trained the 47 Cycle I field consultants to deliver the "Peer Tutoring" module to Cycle I trainers in Richmond. The schedule for this session is included in Appendix A on page 84. The field consultants' posttest scores are reported in Appendix C on page 117. Field consultants' evaluation of training is reported in Appendix B on page 108.

April

The 47 Cycle I field consultants delivered the Peer Tutoring module to 500 teachers at the building level in

Accomplishments to Date

Richmond schools. Trainee posttest scores are reported in Appendix D on page 120. Trainers' self-evaluation results are reported in Appendix E on page 123.

Project staff collated evaluative data from the Peer Tutoring module delivered in the Cycle I Richmond schools.

May

The project staff prepared for the 3-day summer institute for Richmond Cycle II field consultants.

The Project Director modified the goals and budget per the 49% cutback in funds and submitted them to SEP. See Appendix F page 125 for changes.

The field consultants for 1982-83 grant year were selected from 14 new schools (Cycle II) in Richmond.

The Self-Concept module was begun for use with Cycle II trainers.

June

Training sessions for the summer institute were finalized for Richmond Cycle II field consultants.

The 42 new field consultants attended a three-day summer institute. Activities included:

- developing introductory, formative, and application activities to be used with new inservice modules
- reacting to presentation material from each inservice module and suggesting modifications and additions

Accomplishments to Date

- devising test questions for each inservice module
- demonstration of key inservice modules by project staff

Schedules are included on pages 85-87 and field consultants' evaluation of training is on pages 109-110.

Development of the Self-Concept module continued.

July — Student assistant was rehired.

The final draft of the "Characteristics and Attitudes" module was completed for use with the Cycle II field consultants in Richmond.

The trainer of trainer's module was begun for use in September. The Self-Concept module was completed.

September — The 42 new field consultants (Cycle II in Richmond) were trained in strategies for delivering inservice.

The Adaptations module was completed and printed for use by the Cycle II field consultants in Richmond.

Project staff trained the Cycle II field consultants from 14 schools to deliver the Self-Concept and Characteristics modules at the building level in Richmond. The schedule for this session is on page 88. The field

Accomplishments to Date

consultants' posttest scores are reported on page 118. The field consultants' evaluation of training form is on page 112; however, those data are missing because they were forgotten and left at VCU.

The Project Director responded to the supplemental award by sending the new plans and budget to GPMD.

October

The 42 Cycle II field consultants from 14 schools delivered the Self-Concept module to 300 teachers at the building level in Richmond. Trainee posttest scores are reported in Appendix D on page 121. Trainers' self-evaluation results are reported in Appendix E on page 124.

Development of the trainer of trainer's module, the Managing Surface Behavior and Peer Tutoring modules continued.

The Project Director prepared a paper to deliver at the Virginia Professional Development Conference.

November

Development of the module on training trainers continued, and the Managing Surface Behavior module was completed and printed.

Project staff collated and tabulated data on the Self-Concept module.

Accomplishments to Date

The 42 Cycle II field consultants from 14 schools delivered the Characteristics and Attitudes module to 300 teachers at the building level in Richmond. Trainee posttest scores are reported in Appendix D on page 121. Trainers' self-evaluation results are reported in Appendix E on page 124.

The Project Director and institute specialist made a presentation on training at the Virginia Professional Development Conference.

December

Evaluative data from the Characteristics and Attitudes module were tabulated by project staff.

Development of the trainer of trainer's module continued.

1983

January

Project staff trained the Cycle II field consultants from 14 schools to deliver the Managing Surface Behavior module at the building level in Richmond. The schedule for this session is included in Appendix A on page 89. The field consultants' posttest scores are reported in Appendix C on page 118. Field consultants' evaluation of training is reported in Appendix B on page 113.

Evaluative data from the Self-Concept module were tabulated by project staff.

Accomplishments to Date

The Peer Tutoring module was completed and printed.

Development of the trainer of trainer's module continued.

February

The 42 Cycle II field consultants delivered the Managing Surface Behavior module to 300 teachers at the 14 schools in Richmond. Trainee posttest scores are reported in Appendix D on page 121. Trainers' self-evaluation results are reported in Appendix E on page 124.

Project staff trained the Cycle II field consultants from 14 schools to deliver the Adaptations module at the building level in Richmond. The schedule for this session is included in Appendix A on page 90. The field consultants' posttest scores are reported in Appendix C on page 118. Field consultants' evaluation of training is reported in Appendix B on page 114.

Development of the trainer of trainer's module continued.

March

The 42 Cycle II field consultants delivered the Adaptations module to 300 teachers at the 14 schools in Richmond. Trainee posttest scores are reported in Appendix D on page 121. Trainers' self-evaluation results are reported in Appendix E on page 124.

Accomplishments to Date

Project staff trained the Cycle II field consultants to deliver the Peer Tutoring module at the building level in Richmond. The schedule for this session is included in Appendix A on page 91. The field consultants' posttest scores are reported in Appendix C on page 118. Field consultants' evaluation of training is reported in Appendix B on page 115.

Evaluative data from the Adaptations module were tabulated by project staff.

Development of the trainer of trainer's module continued.

April

The 42 Cycle II field consultants delivered the Peer Tutoring module to 300 teachers at the 14 schools in Richmond. Trainee posttest scores are reported in Appendix D on page 121. Trainers' self-evaluation results are reported in Appendix E on page 124.

The Project Director presented at the International Council for Exceptional Children Conference in Detroit.

Development of the trainer of trainer's module continued.

Plans were begun for the summative evaluation of the project.

May

Evaluative data from the Peer Tutoring module were tabulated by project staff.

Accomplishments to Date

Two questionnaires were constructed for use in the summative evaluation and distributed to the teachers and trainers in Richmond schools. (See pages 126-127.

A meeting was held with Curriculum Specialists in Richmond Public Schools to discuss the summative evaluation process.

The evaluator and project staff completed the formative evaluation results.

The Project Director began writing the final report for the project.

June-August

The Project Director completed the final report for the project.

The student assistant completed the tabulation of results of the summative evaluation data.

The external evaluator analyzed results of the summative data from the second and third year of the project

The Project Director completed the trainer of trainers module.

EVALUATION AND DOCUMENTATION

This section of the final report summarizes the findings from each of three cycles of teachers that were trained. For simplicity, although Chesterfield County was carried over halfway through the second year, "First Year Findings" refers to Chesterfield County only.

Two different external evaluators were used for the Project. They both chose different types of analyses, thus differences will be noted in First Year Findings and the remainder of the evaluative analyses.

The questionnaires used for the formative evaluation also varied. Copies of these are included in Appendix H . The difference can be noted in a change from an 8 point to a 5 point scale.

The plans for the summative evaluation changed, based upon input from the Survey Research Institute at VCU. Rather than having an evaluation seminar, trainers were called and interviewed over the phone. The results of the interviews were used to construct two questionnaires. One was sent to trainers and the other to the teachers who were trained. See Appendix G for copies of the questionnaires. Chesterfield County participated in the telephone interviews; however, there was miscommunication by the Director of Elementary Instruction on the procedure for utilizing the questionnaire in the county. Due to his misinformation, it was not possible to have the questionnaire approved before the close of the school year. Thus, only second and third year data are included in the summative evaluation.

Findings From Evaluation of First Year

The data were analyzed using a 3 x 8 ANOVA (teacher type x module) for each question. Tables 1-3 present the means for the main effects of teacher type, module, and the interaction, and Table 4 shows the F statistics corresponding to each test. For the main effect of teacher type the analyses indicate that for six of the nine questions there was a significant difference in the responses. For questions 2, 3, 5 and 6 the differences in means suggest that teachers classified in the "other" category rated the modules somewhat higher than regular or special educator teachers. Questions 8 and 9 show a different pattern of results in which the special education and "other" teachers responded much more favorably than regular teachers. The results regarding the main effect of module indicate significant differences for all but one question, number three. The pattern of differences for all questions is similar, showing that the responses were generally most favorable toward modules 1, 4, 5, 7 and 8, and least favorable toward module 6. For question 8 the results show an improvement in responses as different modules were administered, indicating that teachers felt better prepared to work with mainstreamed children following later modules than they did after the first two modules. The significant interactions suggest that for some questions (2, 5, 6 and 8) the responses of each teacher type were different depending on the module. For question 2, responses of regular teachers were, compared to other teacher types, higher in module 8 but lower in module 3. Question 5 showed similar results for module 8, but in module 4 special education teachers were significantly less positive than the other teachers. Question 6 also indicated less positive responses by special

education teachers for module 4, and also showed less positive responses than regular teachers for module 8. For question eight special education teachers' responses to module 6 were more positive than other teacher types. Otherwise, the pattern of differences between teacher types for all other modules supports the previously mentioned finding that the responses of regular teachers as indicated in questions 8 and 9 were consistently lower than special education and "other" teachers.

Evaluating the results in relation to the scale employed, the findings suggest that the participants reported very positive responses to the modules. Considering that the scale value of 8 was the most positive response possible (high or positive) and six was low or negative (while there were some variations among teacher type and module as reported above) the self perception responses of the participants was very positive.

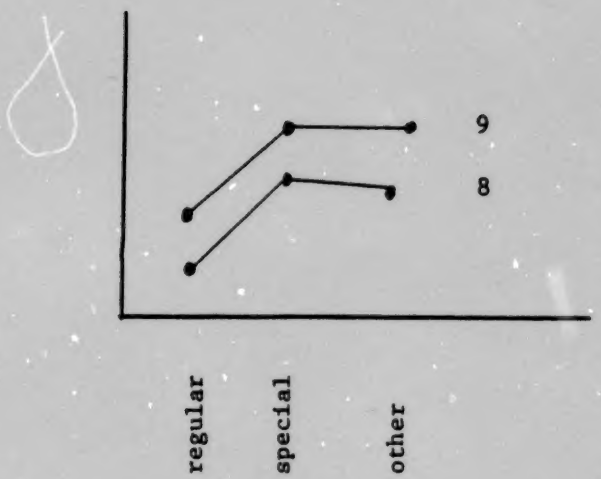

TABLE 1

MEANS FOR MODULES FOR EACH QUESTION
FIRST YEAR DATA
CHESTERFIELD COUNTY

	Modules							
	1	2	3	4	5	6	7	8
n* =	507	788	673	805	782	665	762	740
Items								
1	7.5	6.9	7.0	7.4	7.3	6.9	7.1	7.2
2	7.0	6.1	6.4	6.9	6.7	6.1	6.3	6.6
3	6.8	6.5	6.7	6.7	6.7	6.6	6.7	6.7
4	7.0	6.6	6.4	7.3	7.6	6.9	6.7	6.9
5	7.0	6.5	6.9	7.1	7.2	6.6	6.8	6.9
6	6.8	6.2	6.9	6.9	7.0	6.6	6.7	6.6
7	7.6	7.2	7.3	7.6	7.6	7.3	7.4	7.4
8	5.4	5.2	5.9	6.2	6.4	6.1	6.3	6.4
9	6.1	6.1	6.3	6.2	6.3	6.2	6.3	6.3

*The actual number of teachers responding varies slightly from question to question across modules.

TABLE 2

	Teacher Type		
	1	2	3
*n =	4,263	970	489
Items			
1	7.1	7.2	7.2
2	6.5	6.4	6.7
3	6.6	6.8	7.0
4	6.9	6.8	7.0
5	6.9	6.8	7.1
6	6.7	6.6	6.9
7	7.4	7.4	7.5
8	5.8	6.9	6.6
9	6.0	7.1	6.9

*The actual number of teachers responding varies slightly across modules.

TABLE 3

MEANS FOR TEACHER TYPE X MODULE (3 X 8) ANOVA
FOR EACH ITEM

	Module																							
	1			2			3			4			5			6			7			8		
	Teacher Type																							
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	n*																							
	369	78	60	577	134	77	506	108	59	596	146	63	580	143	59	507	105	53	569	135	58	559	121	60
Item																								
1	7.5	7.6	7.6	6.9	7.0	6.7	7.0	7.1	7.1	7.4	7.4	7.5	7.3	7.3	7.3	6.8	6.9	7.0	7.1	7.2	7.2	7.3	7.0	7.3
2	6.9	6.9	7.4	6.1	6.1	6.3	6.3	6.6	6.9	6.9	6.7	7.1	6.8	6.5	6.7	6.0	6.2	6.2	6.3	6.2	6.5	6.7	6.3	6.4
3	6.8	6.8	7.4	6.5	6.7	6.6	6.5	7.0	7.2	6.6	6.8	7.0	6.6	6.9	6.8	6.5	6.9	6.9	6.6	6.9	7.0	6.7	6.7	6.8
4	7.0	6.8	6.9	6.6	6.3	6.8	6.4	6.6	6.8	7.3	7.1	7.4	7.5	7.5	7.5	6.9	6.7	7.2	6.7	6.7	6.8	6.9	6.9	6.8
5	7.0	7.0	7.4	6.5	6.5	6.5	6.8	7.0	7.3	7.1	6.8	7.5	7.3	7.1	7.4	6.6	6.8	6.7	6.8	6.8	7.0	7.0	6.6	6.7
6	6.8	6.7	7.0	6.2	6.3	6.3	6.9	7.0	7.3	6.9	6.6	7.2	7.0	6.8	7.3	6.6	6.6	6.5	6.7	6.7	6.9	6.7	6.3	6.5
7	7.6	7.6	7.7	7.2	7.2	7.1	7.3	7.4	7.6	7.6	7.5	7.7	7.7	7.5	7.6	7.3	7.4	7.3	7.4	7.4	7.5	7.4	7.2	7.4
8	5.2	6.3	5.9	5.0	5.9	5.7	5.6	6.9	6.6	5.9	7.3	7.2	6.1	7.2	7.1	6.0	6.8	6.3	6.1	7.0	7.0	6.3	7.1	7.0
9	5.9	7.0	7.0	5.8	6.8	6.9	6.0	7.0	6.9	5.9	7.2	6.9	6.0	7.0	7.2	5.9	7.0	6.7	6.0	7.1	7.1	6.1	7.3	6.9

*The actual number of teachers responding varies slightly from question to question and across modules.

TABLE 4

F STATISTICS FOR TESTS OF MAIN EFFECTS AND INTERACTIONS
OF TEACHER TYPE X MODULE (3 X 8) ANOVA
FOR EACH QUESTION

	Questions								
	1	2	3	4	5	6	7	8	9
MODULE	33.38***	36.89***	2.23	53.80***	26.92***	21.96***	24.98***	66.10***	3.04**
TEACHER TYPE	.35	5.26**	18.48***	3.90	4.72**	5.16**	1.68	224.57***	299.12***
MODULE X TEACHER TYPE	1.31	2.08**	.90	.94	2.61***	1.68*	1.07	1.79*	.70

* $p < .05$
** $p < .01$
*** $p < .001$

Findings From Evaluation of Second Year

Mean ratings of the five training modules on the nine items contained on the evaluation form are reported in Tables 5 , 6, and 7. Ratings used a 5-point scale, with 1 representing the least favorable rating and 5 the most favorable.

Table 5 reports overall means by module and item. (A copy of the evaluation form can be found in Appendix H.) Table 6 reports the means by teacher type. Type 1 are regular classroom teachers; type 2 are special education teachers; and type 3 are other non-teaching professional personnel. Principals and supervisors were assigned to the type 3 category. Table 7 reports ratings for all modules by teacher type and item.

Analysis of variance showed significant differences in teachers' ratings of the Project Criteria training modules on seven of the eight items on the evaluation form. The items on which ratings differed were interest, usefulness, opening activity, practicality, trainers, preparedness, and attitudes toward mainstreaming. As shown in Table 8 mean ratings of the modules on the variables usefulness, trainer, preparedness and attitudes toward mainstreaming were highly significant ($p < .001$). The ratings of opening activity and practicality reached the .01 level of significance, and ratings of interest were significant at the .05 level of probability.

The Duncan's Multiple Range Test showed that module 3 was rated significantly higher on interest than modules 2, 4 and 5 (Table 9). The latter three modules were not significantly different from one another.

Module 2 was rated highest on usefulness, and module 4 was lowest on that criterion, according to data appearing in Table 10. Modules 5 and 3 were rated at an intermediate level of usefulness and were not significantly different from one another.

The Duncan's test revealed that, on ratings of the opening activity, module 3 was viewed most favorably by teachers, and modules 5, 2 and 4 were all rated less favorably. The latter three means were not statistically different from one another. These results appear in Table 11.

In Table 12 results of the Duncan's test for results of ratings on the item practicality are reported. Module 5 received the highest ratings on that variable, while modules 3, 4 and 2 were all rated lower and not statistically different from one another.

Mean ratings of the variable trainers are reported in Table 13. The Duncan's test showed that modules 5 and 3 formed one set of statistically similar means; modules 3 and 2 comprised a second set; and modules 2 and 4 made up a third set. Trainers were rated most favorably on module 5, which was statistically different from all other modules except module 3. Module 4 was rated lowest.

The Duncan's test for the variable preparedness in Table 14 revealed that module 5 was rated significantly higher than all other modules on that measure, and module 1 was rated lowest of the five. On the variable attitude toward mainstreaming, modules 2 and 5 were rated significantly higher than other modules but were not statistically different from one another. Module 1 (pretest) was rated lowest of the five.

On the factor teacher type, analysis of variance showed significant differences on three of nine factors. Special education teachers rated the modules higher on usefulness, as compared to regular classroom teachers and

other professional personnel, based on results of the Duncan's Multiple Range Test (see Table 16).

The Duncan's test also revealed that special education teachers rated themselves higher on preparedness than did either other personnel or regular classroom teachers. Regular teachers were lowest of the three groups on that variable, as shown in Table 17. Similar results were obtained on the variable attitude toward mainstreaming (Table 18). Special education teachers rated themselves signifcantly higher than persons in the other two groups. Regular classroom teachers had the lowest ratings.

Table 19 reports mean ratings on perceived preparedness and attitudes toward mainstreaming for three types of teachers before training began and at the end of training, following module 5. All groups were more optimistic about their preparedness and were more favorable toward mainstreaming at the conclusion of training than they had been at the start.

Summary

Analysis of variance showed statistically significant differences in teachers' ratings of Project Criteria training modules on the variables interest, usefulness, opening activity, practicality, trainers, preparedness and attitudes toward mainstreaming. Use of the Duncan's Multiple Range Test revealed that module 3 received higher ratings than other modules for interest; module 2 was rated higher than the others in usefulness; and module 3 was viewed more favorably than other modules on the criterion opening activity. Module 5 surpassed other modules on ratings of practicality, and modules 5 and 3 received ratings which were statistically different from the ratings given other modules on the variable trainers.

Comparisons of ratings given by three types of personnel showed that special education teachers rated the training sessions higher in usefulness, as compared to the other two groups. Special education teachers also viewed themselves as better prepared to teach handicapped children and as having more favorable attitudes toward mainstreaming.

TABLE 5

TEACHERS' MEAN RATINGS OF FOUR TRAINING MODULES ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS AND ATTITUDE BEFORE AND DURING TRAINING (SECOND YEAR DATA)

	MODULE				
	1	2	3	4	5
n* =	319	373	338	340	333
ITEM					
1	.	4.79	4.73	4.70	4.73
2	.	4.53	4.67	4.54	4.51
3	.	4.63	4.43	4.30	4.54
4	.	4.60	4.76	4.70	4.61
5	.	4.53	4.58	4.52	4.61
6	.	4.44	4.51	4.45	4.62
7	.	4.65	4.74	4.63	4.79
8	2.81	3.65	3.67	3.69	3.93
9	3.62	4.03	3.81	3.82	4.02

*The actual number of teachers responding varies slightly from question to question and across modules.

TABLE 6

TEACHERS' MEAN RATINGS OF TRAINING MODULES ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS AND ATTITUDE BEFORE AND DURING TRAINING (SECOND YEAR DATA)

	MODULE														
	1			2			3			4			5		
TEACHER TYPE	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
n =	198	21	29	225	17	38	220	18	35	216	9	35	207	16	24
ITEM															
1	.	.	.	4.76	4.76	4.73	4.60	4.83	4.82	4.72	4.77	4.68	4.58	4.56	4.54
2	.	.	.	4.71	4.82	4.81	4.43	4.61	4.51	4.60	4.66	4.57	4.17	4.31	4.16
3	.	.	.	4.07	4.29	4.45	4.54	4.77	4.71	4.21	4.77	4.30	4.06	4.43	4.34
4	.	.	.	4.64	4.64	4.63	4.47	4.61	4.60	2.59	4.77	4.61	4.27	4.18	4.29
5	.	.	.	4.58	4.70	4.65	4.48	4.76	4.55	4.62	4.55	4.53	4.42	4.56	4.13
6	.	.	.	4.47	4.68	4.60	4.42	4.64	4.43	4.50	4.77	4.40	4.35	4.43	4.27
7	.	.	.	4.62	4.76	4.76	4.57	4.77	4.63	4.67	4.77	4.65	4.50	4.68	4.62
8	2.41	3.66	2.68	3.27	4.35	3.64	3.66	4.37	3.75	3.59	4.75	3.62	3.57	4.71	3.72
9	3.08	4.00	3.34	3.57	4.53	3.97	3.77	4.44	4.25	3.64	4.85	3.80	3.53	4.71	4.23

TABLE 7

OVERALL RATINGS OF FOUR TRAINING MODULES ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS AND ATTITUDE BY TEACHER TYPE (SECOND YEAR DATA)

TEACHER TYPE	1	2	3
n =	1,268	89	183
ITEM			
1	4.65	4.72	4.70
2	4.47	4.61	4.55
3	4.20	4.58	4.44
4	4.49	4.57	4.55
5	4.51	4.65	4.47
6	4.42	4.63	4.41
7	4.59	4.76	4.66
8	3.36	4.32	3.50
9	3.53	4.45	3.92

TABLE 8

F STATISTICS AND SIGNIFICANCE LEVELS FOR TESTS OF MAIN EFFECTS AND INTERACTIONS OF MODULE BY TEACHER TYPE ANALYSIS OF VARIANCE FOR NINE ITEMS (SECOND YEAR DATA)

ITEMS	1	2	3	4	5	6	7	8	9
MODULE	1.36	3.34*	11.88***	4.88**	1.32	4.50**	5.49***	46.38***	8.77***
TEACHER TYPE	0.86	0.53	4.80**	2.08	.62	1.13	2.35	59.53***	49.70***
MODULE X TEACHER TYPE	2.43	1.32	1.00	1.99	1.47	1.60	2.08	1.80	1.10

* $p < .05$
** $p < .01$
*** $p < .001$

TABLE 9

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE INTEREST
(SECOND YEAR DATA)

MODULE	3	4	2	5
MEAN RATING	4.67	4.55	4.54	4.52

Note: Means underlined by the same line are not significantly different.

TABLE 10

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE USEFULNESS
(SECOND YEAR DATA)

MODULE	2	5	3	4
MEAN RATING	4.64	4.54	4.44	4.31

TABLE 11

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
VARIABLE OPENING ACTIVITY
(SECOND YEAR DATA)

MODULE	3	5	2	4
MEAN RATING	4.77	4.62	4.60	4.60

TABLE 12

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE PRACTICALITY
(SECOND YEAR DATA)

MODULE	5	3	4	2
MEAN RATING	4.63	4.52	4.46	4.45

TABLE 13

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE TRAINERS
(SECOND YEAR DATA)

MODULE	5	3	2	4
MEAN RATING	4.80	4.74	4.66	4.63

TABLE 14

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE PREPAREDNESS
(SECOND YEAR DATA)

MODULE	5	4	3	2	1
MEAN RATING	3.93	3.70	3.68	3.65	2.81

TABLE 15

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE ATTITUDE
(SECOND YEAR DATA)

MODULE	2	5	4	3	1
MEAN RATING	4.03	4.03	3.83	3.81	3.62

TABLE 16

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE--USEFULNESS
(SECOND YEAR DATA)

TEACHER TYPE	Special	Regular	Other
MEAN RATING	4.64	4.47	4.42

TABLE 17

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE--PREPAREDNESS
(SECOND YEAR DATA)

TEACHER TYPE	Special	Other	Regular
MEAN RATING	4.20	3.85	3.43

TABLE 18

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE--ATTITUDE
(SECOND YEAR DATA)

TEACHER TYPE	Special	Other	Regular
MEAN RATING	4.40	4.21	3.73

TABLE 19

TEACHERS' MEAN RATINGS OF PREPAREDNESS AND ATTITUDE TOWARD MAINSTREAMING AT BEGINNING AND END OF TRAINING BY TEACHER TYPE (SECOND YEAR DATA)

	Teacher Type		
	Regular	Special	Other
PREPAREDNESS			
n =	1,309	233	163
Beginning	2.53	3.76	3.27
End	3.80	4.52	4.47
ATTITUDE TOWARD MAINSTREAMING			
n =	1,302	233	163
Beginning	3.45	4.17	4.00
End	3.89	4.55	4.72

Findings From Evaluation of Third Year

Mean ratings of the six training modules on the nine items contained on the evaluation form are reported in Tables 20-22. Ratings used a 5-point scale, with 1 representing the least favorable rating and 5 the most favorable.

Table20 reports overall means by module and item. (A copy of the evaluation form can be found in Appendix H.) Table21 reports the means by teacher type. Type 1 are regular classroom teachers; type 2 are special education teachers; and type 3 are other non-teaching professional personnel. Principals and supervisors were assigned to the type 3 category. Table 22 reports ratings for all modules by teacher type and item.

Results of analysis of variance of teachers' ratings of the training modules appear in Table 23. The data in Table 23show highly significant differences ($p < .001$) on five of the items which appeared on the evaluation form. The five were interest, usefulness, opening activity, feelings of preparedness, and attitude toward mainstreaming. On two items, the results showed that teachers' ratings differentiated modules at the .01 level of significance. Those two items were clarity and session activities. On the items practicality and trainers, no differences were found.

Results of the analyses of teachers' ratings of modules using Duncan's Multiple Range Test appear in Tables24 through 30. The Duncan's test shows which of the means in a set which has been found to differ statistically are dissimilar. Table24 shows that, on ratings of clarity, modules 2 and 4 were rated low. Module 3 fell between those two sets and was not significantly different from either.

Table 25 reports results of the Duncan's test for the variable interest. Modules 2 and 4 were rated highest in interest by teachers; module 5 was lowest; and modules 3 and 6 were intermediate in interest. Module 3 was rated most useful by teachers (Table 26). All other modules were rated lower than module 3 on that criterion.

Highest ratings for the opening activity were received by module 2. All other modules were rated lower than module 2 on that item. These results are reported in Table 27. Results of the Duncan's test mean ratings of session activities appear in Table 28. They show that modules 4 and 2 were rated significantly higher than modules 6 and 5. Module 3 received intermediate ratings but was not statistically different from either of the other sets of means.

Teachers were asked to rate their feelings of preparedness to teach handicapped children and their attitude toward mainstreaming before they began training in Project Criteria and again after completion of each of the training modules. Thus, six measures of these attitudinal variables were obtained. Module 1 served as a pretest of preparedness and attitudes toward mainstreaming. Table 29 reports results of the Duncan's test on teachers' ratings of preparedness. The analysis reveals that teachers felt significantly less prepared before they began training than at any time thereafter. Ratings of preparedness following training with module 2 were significantly higher than the mean rating prior to the start of training but lower than subsequent ratings. Highest preparedness ratings followed training with module 3, and although the mean ratings decreased slightly thereafter, there were no statistical differences in the ratings for modules 3 through 5.

Teachers' attitudes toward mainstreaming grew more favorable between the initial test and completion of module 2. After training got underway,

means increased slightly from module 2 to 3 and then declined during the remainder of the training period. The ratings obtained after training began were not statistically significant.

Analysis of variance (Table 23)showed significant differences in ratings of modules by teacher type. Three groups of people were involved in the training and evaluated the modules. Regular classroom teacher, special education teachers, and non-teaching professional (other) all participated. On six of the nine items on the evaluation form, results showed that all three groups gave similar ratings. On the other three items (usefulness, feelings of preparedness and attitude toward mainstreaming), significant differences in ratings were observed. The Duncan's Multiple Range Test showed that special education teachers and other professional personnel rated the modules significantly more useful than did regular classroom teachers. These results appear in Table 31.

Special education teachers rated themselves significantly more prepared to teach handicapped children as compared to other personnel and regular classroom teachers. These findings from the Duncan's test are reported in Table 32. On ratings of attitude toward mainstreaming, special education teachers responded most favorably, and regular classroom teachers were least positive. Means of all three groups were statistically different, as judged by the Duncan's test. Table33 reports the means by teacher type.

No significant results were found for the interaction of module and teacher type (Table23.).

The data in Table 34 compare teachers' ratings of their preparedness and their attitudes toward mainstreaming at the beginning and again at the end of the training. Teachers in all three groups were more favorable at the end of the year than they had been at the beginning of the training.

Summary

The results reported above show that teachers involved in Project Criteria differentially rated the training materials and presentations on the criteria clarity, interest, usefulness, opening activity and session activities. Differences were also observed in teachers' ratings of their preparedness and attitudes toward mainstreaming. In general, those ratings became more favorable as teachers began training, then declined slightly. For both variables, the mean ratings at the end of the training were significantly more favorable than they had been prior to the start of training.

Analysis of ratings by teacher type revealed that special education teachers and other personnel perceived the training as significantly more useful than did regular classroom teachers. Special education teachers also viewed themselves as better prepared and more favorable toward mainstreaming, as compared to the other two respondent types.

TABLE 20

TEACHERS' MEAN RATINGS OF FIVE TRAINING MODULES ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS AND ATTITUDE BEFORE AND DURING TRAINING (THIRD YEAR DATA)

	MODULE					
	1	2	3	4	5	6
Item n =	249	280	274	261	247	232
1	.*	4.75	4.64	4.72	4.58	4.60
2	.*	4.73	4.45	4.60	4.18	4.41
3	.*	4.14	4.58	4.25	4.11	4.14
4	.*	4.64	4.50	4.60	4.26	4.49
5	.*	4.60	4.51	4.60	4.40	4.44
6	.*	4.50	4.44	4.50	4.34	4.34
7	.*	4.65	4.60	4.67	4.52	4.59
8	2.55	3.39	3.72	3.63	3.65	3.64
9	3.18	3.68	3.89	3.70	3.67	3.67

* Module 1 tested teachers' perceptions of their preparedness and attitude toward mainstreaming.

TABLE 21

TEACHERS'MEAN RATINGS OF TRAINING MODULES ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS AND ATTITUDE BEFORE AND DURING TRAINING (THIRD YEAR DATA)

	MODULE																	
	1			2			3			4			5			6		
TEACHER TYPE	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Item n =	198	21	29	225	17	38	220	18	35	216	9	35	207	16	24	202	8	22
1	.*	.*	.*	4.76	4.76	4.73	4.60	4.83	4.83	4.72	4.77	4.68	4.58	4.56	4.54	4.59	4.62	4.68
2	.*	.*	.*	4.71	4.82	4.81	4.43	4.61	4.51	4.60	4.66	4.57	4.17	4.31	4.16	4.39	4.75	4.54
3	.*	.*	.*	4.07	4.29	4.45	4.54	4.77	4.71	4.21	4.77	4.30	4.06	4.43	4.34	4.10	4.87	4.27
4	.*	.*	.*	4.64	4.64	4.63	4.47	4.61	4.60	4.59	4.77	4.61	4.27	4.18	4.29	4.47	4.87	4.54
5	.*	.*	.*	4.58	4.70	4.65	4.48	4.76	4.56	4.62	4.55	4.53	4.42	4.56	4.13	4.44	4.62	4.83
6	.*	.*	.*	4.77	4.68	4.60	4.42	4.64	4.44	4.50	4.77	4.40	4.35	4.43	4.27	4.34	4.75	4.22
7	.*	.*	.*	4.62	4.76	4.76	4.57	4.77	4.64	4.67	4.77	4.65	4.50	4.68	4.62	4.58	4.87	4.61
8	2.41	3.66	2.68	3.27	4.35	3.64	3.66	4.37	3.76	3.59	4.75	3.62	3.57	4.71	3.72	3.61	5.00	3.59
9	3.08	4.00	3.34	3.57	4.53	3.97	3.77	4.44	4.25	3.64	4.85	3.80	3.53	4.71	4.23	3.60	5.00	4.00

* Module 1 tested teacher' perceptions of their preparedness and attitude toward mainstreaming.

TABLE 22

OVERALL RATINGS OF FIVE TRAINING MODULES
ON SEVEN ITEMS AND RATINGS OF PREPAREDNESS
AND ATTITUDE BY TEACHER TYPE
(THIRD YEAR DATA)

TEACHER TYPE	1*	2*	3*
Item n =	1268	89	183
1	4.65	4.72	4.70
2	4.47	4.61	4.56
3	4.20	4.58	4.44
4	4.49	4.57	4.55
5	4.51	4.65	4.47
6	4.42	4.63	4.41
7	4.59	4.76	4.66
8	3.36	4.32	3.50
9	3.53	4.45	3.92

* Teacher types: Type 1 is regular teachers; type 2, special education teachers; and type 3, other professional personnel.

TABLE 23

F STATISTICS AND SIGNIFICANCE LEVELS FOR TESTS OF MAIN EFFECTS AND INTERACTIONS OF MODULE BY TEACHER TYPE ANALYSIS OF VARIANCE FOR NINE ITEMS (THIRD YEAR DATA)

ITEMS	1	2	3	4	5	6	7	8	9
MODULE	6.17**	44.32***	39.94***	21.86***	8.13**	6.02	3.56	38.96***	11.04***
TEACHER TYPE	0.44	1.81	13.97***	0.66	1.73	2.99	2.44	35.94***	34.53***
MODULE X TEACHER TYPE	2.09	1.00	3.99	1.70	2.94	1.63	0.65	0.49	0.58

* $p < .05$
** $p < .01$
*** $p < .001$

TABLE 24

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE CLARITY
(THIRD YEAR DATA)

MODULE	2	4	3	6	5
MEAN RATING	4.76	4.72	4.65	4.60	4.58

TABLE 25

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE INTEREST
(THIRD YEAR DATA)

MODULE	2	4	3	6	5
MEAN RATING	4.74	4.60	4.46	4.42	4.19

TABLE 26

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE USEFULNESS
(THIRD YEAR DATA)

MODULE	3	4	6	2	5
MEAN RATING	4.58	4.25	4.14	4.14	4.11

TABLE 27

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE OPENING ACTIVITY
(THIRD YEAR DATA)

MODULE	2	4	3	6	5
MEAN RATING	4.65	4.60	4.50	4.50	4.27

TABLE 28

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE SESSION ACTIVITIES
(THIRD YEAR DATA)

MODULE	4	2	3	6	5
MEAN RATING	4.61	4.60	4.51	4.44	4.61

TABLE 29

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE PREPAREDNESS
(THIRD YEAR DATA)

MODULE	3	5	6	4	2	1
MEAN RATING	3.72	3.65	3.65	3.64	3.39	2.55

TABLE 30

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR VARIABLE ATTITUDE
(THIRD YEAR DATA)

MODULE	3	4	2	5	6	1
MEAN RATING	3.89	3.70	3.69	3.68	3.67	3.19

TABLE31

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE-USEFULNESS
(THIRD YEAR DATA)

TEACHER TYPE	Special	Other	Regular
MEAN RATING	4.59	4.44	4.20

TABLE 32

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE ON PREPAREDNESS
(THIRD YEAR DATA)

TEACHER TYPE	Special	Other	Regular
MEAN RATING	4.33	3.51	3.37

TABLE 33

RESULTS OF DUNCAN'S MULTIPLE RANGE TEST
FOR TEACHER TYPE - ATTITUDE
(THIRD YEAR DATA)

TEACHER TYPE	Special	Other	Regular
MEAN RATING	4.46	3.92	3.54

TABLE 34

TEACHERS' MEAN RATINGS OF PREPAREDNESS AND ATTITUDE TOWARD MAINSTREAMING AT BEGINNING AND END OF TRAINING BY TEACHER TYPE (THIRD YEAR DATA)

	Teacher Type		
	Regular	Special	Other
n =	1,268	89	183
PREPAREDNESS			
Beginning	2.41	3.66	2.68
End	3.61	5.00	3.59
ATTITUDE TOWARD MAINSTREAMING			
Beginning	3.08	4.00	3.34
End	3.60	5.00	4.00

Summative Findings

The questionnaire completed by the trainers for summative evaluation purposes is on page 127. Table 35 gives means by type of trainer (regular teacher, special education teacher, other i.e. curriculum specialist, as well as a total mean for all the trainers) for each of the items on the questionnaire.

The summative questionnaire completed by the teachers who received the inservice training is on page 126. Table 36 gives means for second year trainees for each of the items on the questionnaire. Table 37 gives means for third year trainees for each of the items on the questionnaire.

Each item on the questionnaires can be analyzed separately; however, the general conclusion is that the project was rated as highly successful by all the trainers and trainees. The modules were all viewed as relevant and interesting and useful.

TABLE 35

MEANS BY TRAINER TYPE

SUMMATIVE QUESTIONNAIRE

	Regular	Special	Other	Total $\bar{X}$
1. Referrals to special education have increased.	3.66	3.50	3.53	3.58
2. The activities in the training modules were effective.	4.63	4.53	4.55	4.58
3. There was too much information presented in the sessions.	2.53	2.56	2.38	2.48
4. The modeling of the modules by grant staff was beneficial.	4.60	4.50	4.76	4.63
5. There was not enough time to prepare for the presentations.	2.53	2.56	2.76	2.62
6. The topics/content of the modules were relevant.	4.63	4.81	4.76	4.72
7. Shorter inservice sessions were needed.	2.30	2.00	2.46	2.29
8. The manner or style of the modules was immature.	1.82	2.33	1.84	1.94
9. Referrals to special education have decreased.	1.86	1.68	2.69	2.12
10. The modules were motivating and interesting.	4.62	4.81	4.53	4.63
11. We should have been able to adapt the modules to meet the needs of our own school building staff.	3.46	3.81	3.84	3.68
12. Teachers applied techniques learned in their classrooms.	3.93	3.75	3.80	3.84
13. The written modules were easy to follow and well organized.	4.56	4.68	4.76	4.66
14. Teachers' attitudes about teaching handicapped students in their classes improved.	3.83	4.06	3.65	3.81
15. The use of team members to deliver the training was beneficial.	4.66	4.81	4.80	4.74
16. It was effective to have building level trainers making the presentations.	4.66	4.87	4.65	4.70

TABLE 36

MEANS BY TRAINEE TYPE
SUMMATIVE QUESTIONNAIRE
SECOND YEAR

	Regular	Special	Other	Total $\bar{X}$
1. The degree to which I feel prepared to educate handicapped students in the regular classroom.	3.03	4.68	3.46	3.19
2. The degree to which I understand the reasons that handicapped students encounter difficulty in achieving success.	3.76	4.82	3.96	3.86
3. My attitude toward educating mildly handicapped pupils in regular classrooms for portions of the school day	3.58	4.58	4.00	3.70
4. The degree to which I feel comfortable in teaching handicapped students in the regular classroom.	3.22	4.37	3.70	3.36
5. The extent to which I used techniques in the classroom that I learned from the training.	3.37	4.07	3.47	3.42
6. The amount of progress handicapped students in my class have made.	2.84	4.31	3.30	3.01
7. The degree to which I believe the handicapped students in my class are adjusted.	3.04	4.50	3.84	3.24
8. The effectiveness of using building level personnel as trainers.	3.86	4.18	3.73	3.87
9. To what extent do I need additional inservice on mainstreaming.	3.49	2.87	2.65	3.36
11. My rating of the usefulness of the Characteristics, Attitudes, and Phasing Module.	3.83	4.31	4.00	3.88
12. My rating of the usefulness of the Managing Surface Surface Behavior Module	3.79	4.50	3.88	3.85
13. My rating of usefulness of the Adaptations of Materials, Assignments, and Instruction Module.	3.85	4.56	3.88	3.91
14. My rating of the usefulness of the Peer Tutoring Module	4.02	4.50	3.88	4.04

TABLE 37

MEANS BY TRAINEE TYPE
SUMMATIVE QUESTIONNAIRE
THIRD YEAR

	Regular	Special	Other	Total $\bar{X}$
1. The degree to which I feel prepared to educate handicapped students in the regular classroom.	3.07	4.50	3.25	3.22
2. The degree to which I understand the reasons that handicapped students encounter difficulty in achieving success.	4.00	4.82	3.80	4.05
3. My attitude toward educating mildly handicapped pupils in regular classrooms for portions of the school day.	3.55	4.39	3.72	3.64
4. The degree to which I feel comfortable in teaching handicapped students in the regular classroom.	3.08	4.18	3.68	3.23
5. The extent to whcih I used technqiues in the classroom that I learned from the training.	3.66	3.69	3.04	3.61
6. The amount of progress handicapped students in my class have made.	2.94	4.00	3.07	3.07
7. The degree to which I believe the handicapped students in my class are adjusted.	3.13	4.14	3.14	3.24
8. The effectiveness of using building level personnel as trainers.	3.91	4.17	3.84	3.93
9. To what extent do I need additional inservice on mainstreaming.	3.61	2.68	3.18	3.49
10. My rating of the usefulness of the Self Concept Module.	3.93	3.91	3.87	3.92
11. My rating of the usefulness of the Characteristics Attitudes, and Phasing Module.	3.97	3.95	3.88	3.96
12. My rating of the usefulness of the Managing Surface Behavior Module.	3.98	4.13	3.80	3.97
13. My rating of the usefulness of the Adaptations of Materials, Assignments, and Instruction Module.	3.97	4.08	3.84	3.97
14. My rating of the usefulness of the Peer Tutoring Module.	4.09	3.80	3.84	4.04

SUMMARY

Project CRITERIA has been an effective and economical means of training regular classroom teachers in the competencies needed to teach handicapped students in their classes for portions of the school day. The multiplier effect used on the project permitted two grant staff to train approximately 170 trainers in teams of three per building who in turn provided between 10 and 20 hours of inservice to over 1,500 elementary teachers.

Another outcome of the project is that final editing of 5 of the inservice modules and one trainer of trainers module for potential publication.

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APPENDIX A

TRAINING SCHEDULES

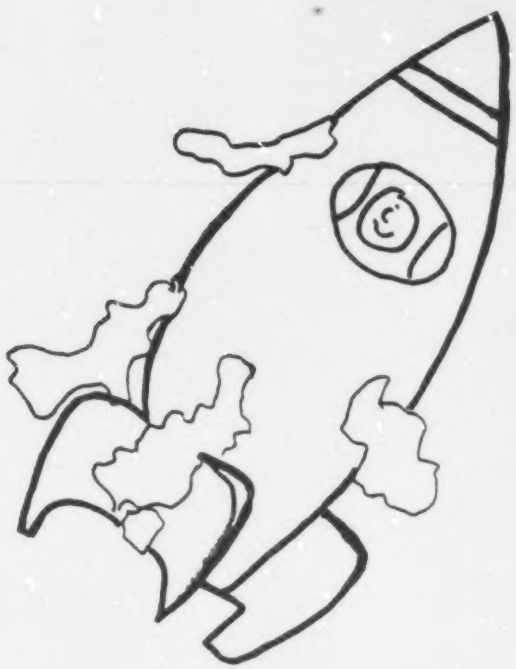
PROJECT CRITERIA TRAINING SESSION NO. 1

THURSDAY, NOVEMBER 20, 1980

8:15 - 8:30 A.M.	COFFEE
8:30 - 8:45 A.M.	"PROJECT CRITERIA *Will Be Successful Because I'm...*"
8:45 - 9:15 A.M.	MYSTERY GUEST!
9:20 - 10:10 A.M.	PLANNING FOR IMPLEMENTATION
10:10 - 10:30 A.M.	*Morning Break*
10:30 - 12:00 P.M.	GUIDELINES *for* DELIVERY *of* PRESENTATION
12:00 - 1:00 P.M.	WHAT'S YOUR BAG? (*Lunch*)
1:00 - 2:00 P.M.	"AVOIDING MOUSETRAPS" *or* "GETTING AWAY WITH THE CHEESE"
2:00 - 2:20 P.M.	*Afternoon Break*
2:20 - 3:30 P.M.	PROJECT CRITERIA IS COMING!!

PROJECT CRITERIA TRAINING SESSION NO. 2
THURSDAY, DECEMBER 4, 1980

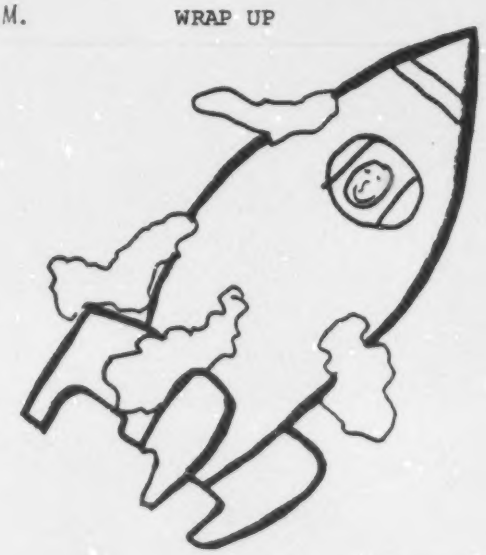
8:15 - 8:30 A.M.	COFFEEE
8:30 - 8:40 A.M.	INTRODUCTORY ACTIVITY (*From Phasing Packet*)
8:40 - 9:30 A.M.	OPERATION FIND OPERATION READ OPERATION WORK SESSION I
9:30 - 9:40 A.M	WHAT'S YOUR ANSWER
9:40 - 10:00	PLAN, PLAN, PLAN,
10:00 - 10:15	*Morning Break*
10:20 - 12:00 P.M	PRESENTATION OF PACKET
12:00 - 12:45 P.M.	WHAT'S YOUR BAG (*Lunch*)
12:45 - 1:10 P.M.	PRESENTATION OF PACKET
1:15 - 3:00 P.M.	OPERATION WORK SESSION II
3:00 - 3:30 P.M.	WRAP UP



PROJECT CRITERIA TRAINING SESSION NO. 3

February 4, 1981

8:00 - 8:20 A.M	COFFEE
8:30 - 9:00 A.M.	DIAL 411 FOR INFORMATION
9:00 - 10:00 A.M.	PRACTICE MAKES PERFECT
10:00 - 10:10 A.M.	TESTING, TESTING, WHO'S TESTING?
10:15 - 10:30 A.M.	*Morning Break*
10:30 - 10:50 A.M.	EVERYONE READ
10:50 - 11:50 A.M.	PRESENTATION OF PACKET P.L. 94-142
12:00 - 1:00 P.M.	*Out to Lunch*
1:00 - 1:30 P.M.	APPLICATION ACTIVITY NO. 1
1:30 - 2:00 P.M.	APPLICATION ACTIVITY NO. 2
2:00 - 2:15 P.M.	TESTING, TESTING, WHO'S TESTING?
2:15 - 3:00 P.M.	PLAN, PLAN, PLAN *(and break - give yourself 10 minutes)*
3:00 - 3:15 P.M.	THE BIG BOX
3:15 - 3:30 P.M.	WRAP UP



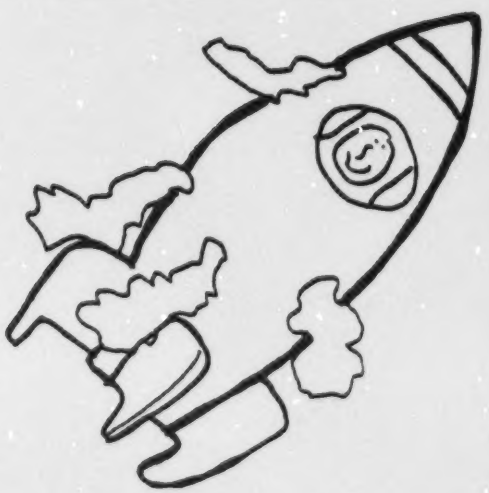
PROJECT CRITERIA TRAINING SESSION NO. 4
TUESDAY, APRIL 7, 1981

8:00 - 8:15 A.M.	COFFEE
8:15 - 8:30 A.M.	YOU ARE FAMOUS
8:30 - 9:00 A.M.	IT'S A REFERESHER
9:00 - 9:40 A.M.	PRESENTATION ON SPECIAL EDUCATION AND RELATED SERVICES AND WHAT'S MY ROLE - *Formative Activity 1*
9:40 - 9:55 A.M.	*Morning Break*
9:55 - 10:45 A.M.	ELIGIBILITY COMMITTEE MEETING - *Formative Activity 1* AND REVIEW & TEST
10:45 - 11:15 A.M.	WHAT'S IN THE BAG

GRAND FINALE

BY

MISSION CONTROL STAFF



PROJECT CRITERIA SUMMER TRAINING SESSIONS 5 & 6

TUESDAY & WEDNESDAY
AUGUST 4 & 5, 1981

TUESDAY, AUGUST 4

8:00 - 8:10 A.M.	COFFEE
8:10 - 8:30 A.M.	A NEW BEGINNING
8:30 - 10:00 A.M.	PRESENTATION ON BEHAVIOR MANAGEMENT
10:00 - 10:15 A.M.	*Morning Break*
10:15 - 12:15 A.M.	PRESENTATION ON BEHAVIOR MANAGEMENT
12:15 - 1:00 P.M	*What's In Your Dish?*
1:00 - 4:00 P.M.	PRESENTATION ON BEHAVIOR MANAGEMENT
	(with afternoon break)

WEDNESDAY, AUGUST 5

8:00 - 10:00 A.M.	PLANNING SESSION FOR BEHAVIOR MANAGEMENT PRESENTATION
10:00 - 12:30 A.M.	PRESENTATION ON MANAGING SURFACE BEHAVIOR
12:30 - 1:15 P.M.	*Munch A Bunch of Lunch*
1:15 - 3:15 P.M.	PLANNING SESSION FOR MANAGING SURFACE BEHAVIOR PRESENTATION
3:15 - 4:00 P.M.	POTPOURRI

PROJECT CRITERIA TRAINING SESSION NO. 7

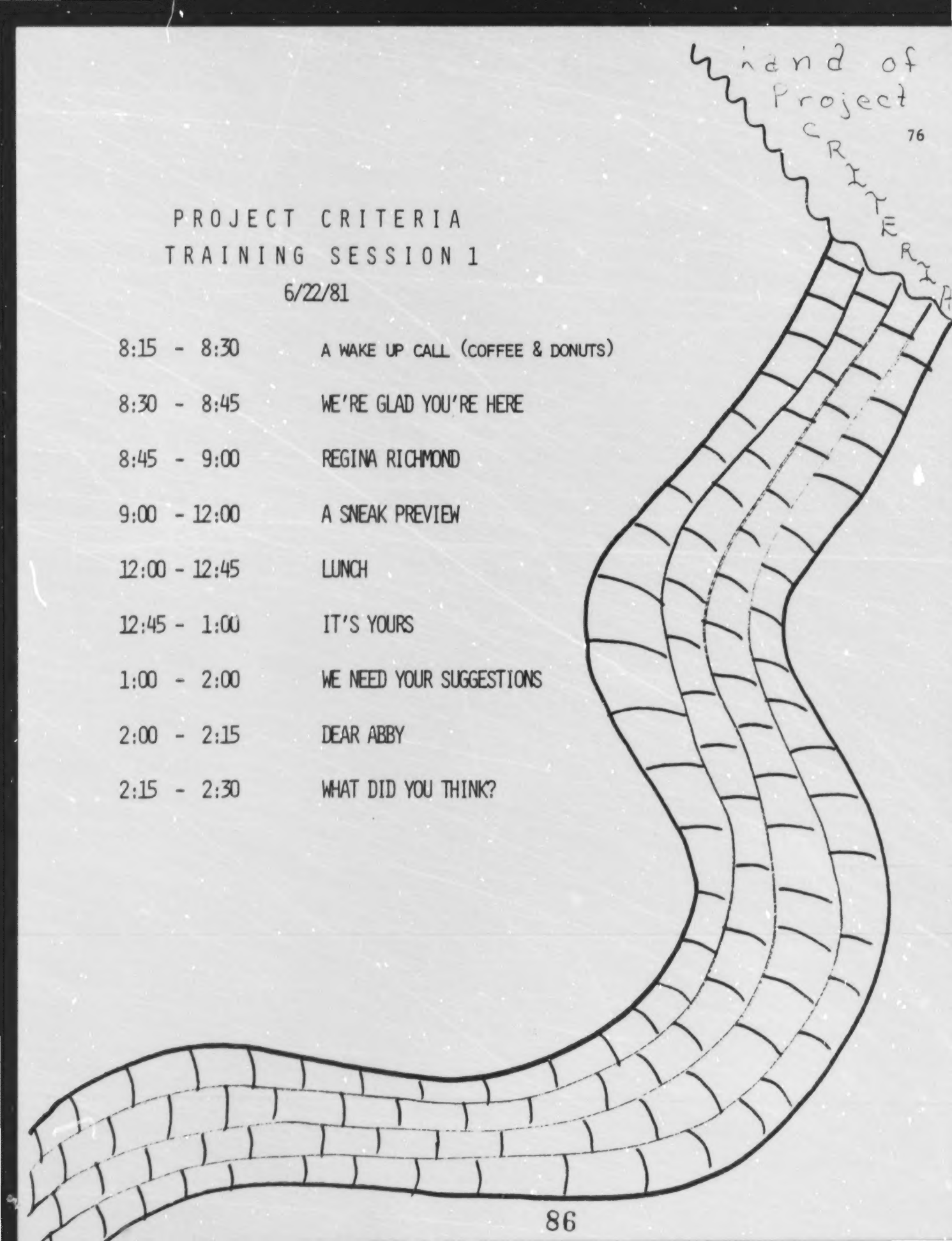
WEDNESDAY
SEPTEMBER 23, 1981

8:00 - 8:15 A.M.	COFFEE
8:15 - 8:20 A.M.	OPENING ACTIVITY - *"Love and the Cabbie"*
8:25 - 10:15 A.M.	PRESENTATION - ASSESSMENT AND EDUCATIONAL PLANNING
10:15 - 10:30 A.M.	*Morning Break*
10:30 - 10:45 A.M.	PUBLICITY CAMPAIGNS -- *"Someone Stole My Ideas"*
10:45 - 11:30 A.M.	PLANNING SESSION FOR SCHOOL PRESENTATIONS ON ASSESSMENT AND EDUCATIONAL PLANNING

PROJECT CRITERIA TRAINING SESSION #8

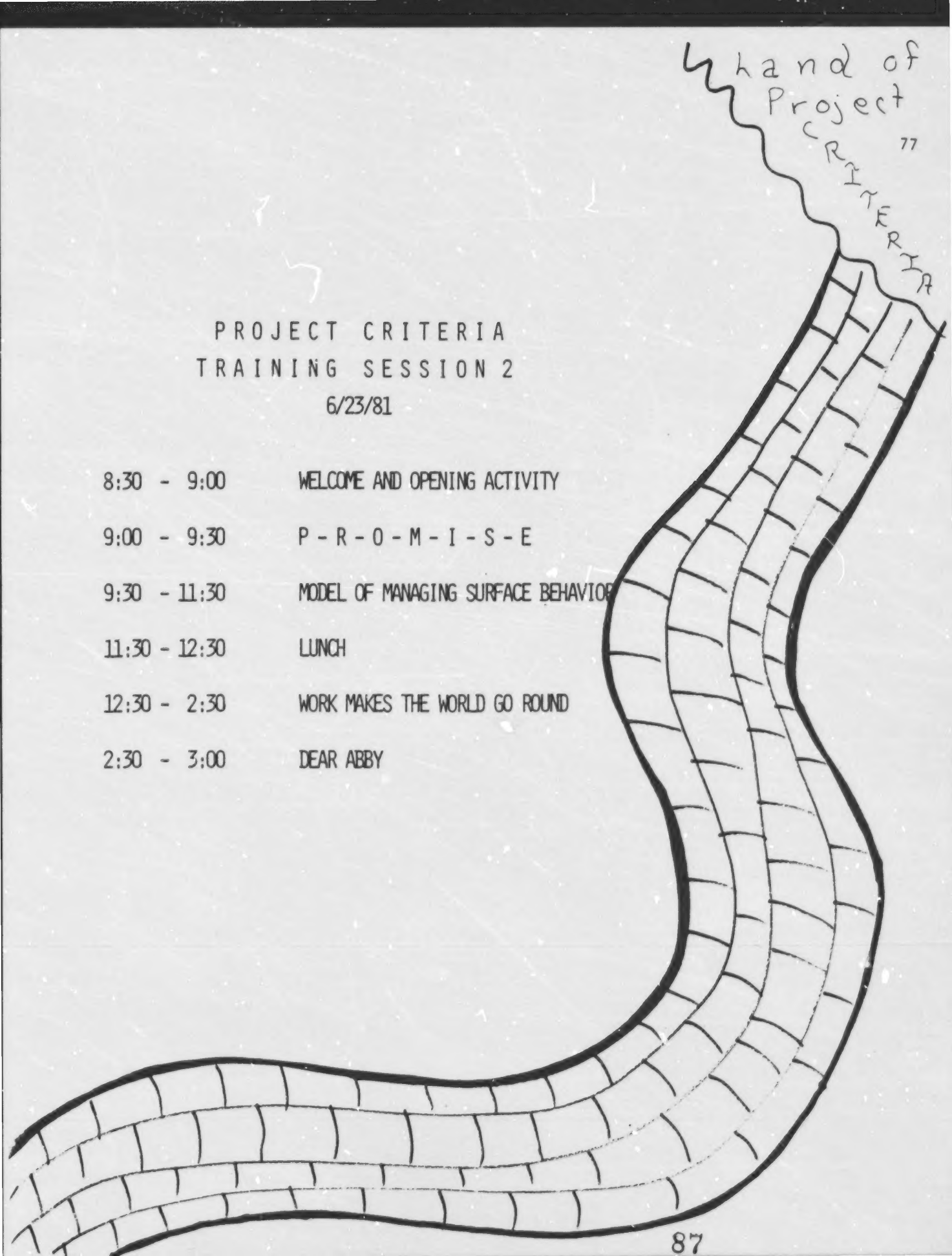
FRIDAY, OCTOBER 9, 1981

8:00 - 8:10 A.M.	COFFEE
8:15 - 11:00 A.M.	PRESENTATION - ADAPTATIONS OF MATERIALS, INSTRUCTION, AND ASSIGNMENTS *(including morning coffee break)*
11:00 - 11:25 A.M.	DIAL "MCS" FOR INFORMATION
	POSTTEST ON ADP PACKET
11:30 - 12:25 P.M.	SPECIAL LUNCHEON
12:30 - 1:00 P.M	PLANNING SESSION OF ADP PACKET
1:00 - 3:00 P.M.	PRESENTATION - PEER TUTORING
	(including afternoon break and Posttest on Peer Tutoring)
3:00 - 3:30 P.M.	PLANNING SESSION FOR PEER TUTORING PACKET
3:30 - 4:00 P.M.	GRAND FINALE - "BAUBLES, BANGLES, AND BALLONS"



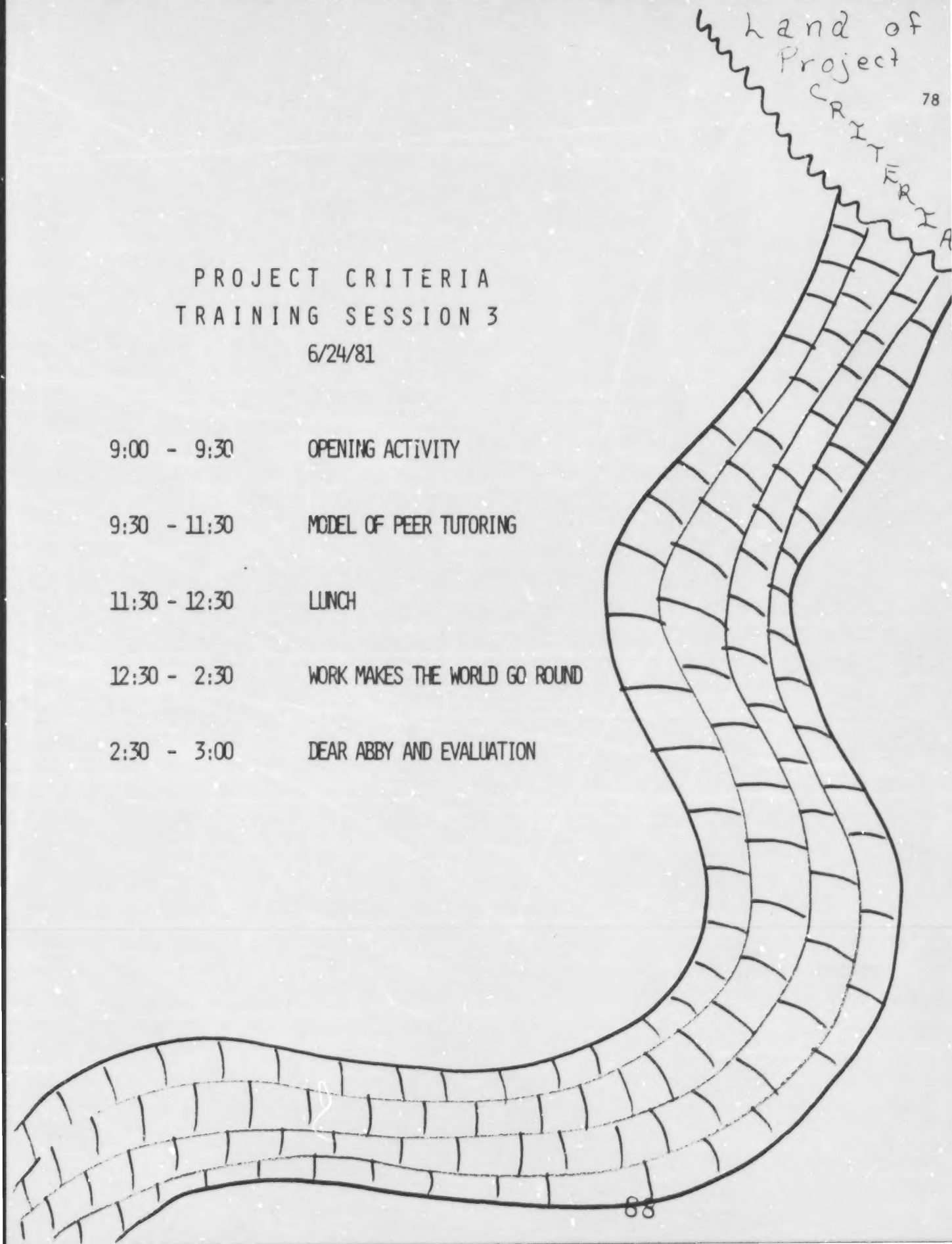
PROJECT CRITERIA
TRAINING SESSION 1
6/22/81

8:15 - 8:30	A WAKE UP CALL (COFFEE & DONUTS)
8:30 - 8:45	WE'RE GLAD YOU'RE HERE
8:45 - 9:00	REGINA RICHMOND
9:00 - 12:00	A SNEAK PREVIEW
12:00 - 12:45	LUNCH
12:45 - 1:00	IT'S YOURS
1:00 - 2:00	WE NEED YOUR SUGGESTIONS
2:00 - 2:15	DEAR ABBY
2:15 - 2:30	WHAT DID YOU THINK?



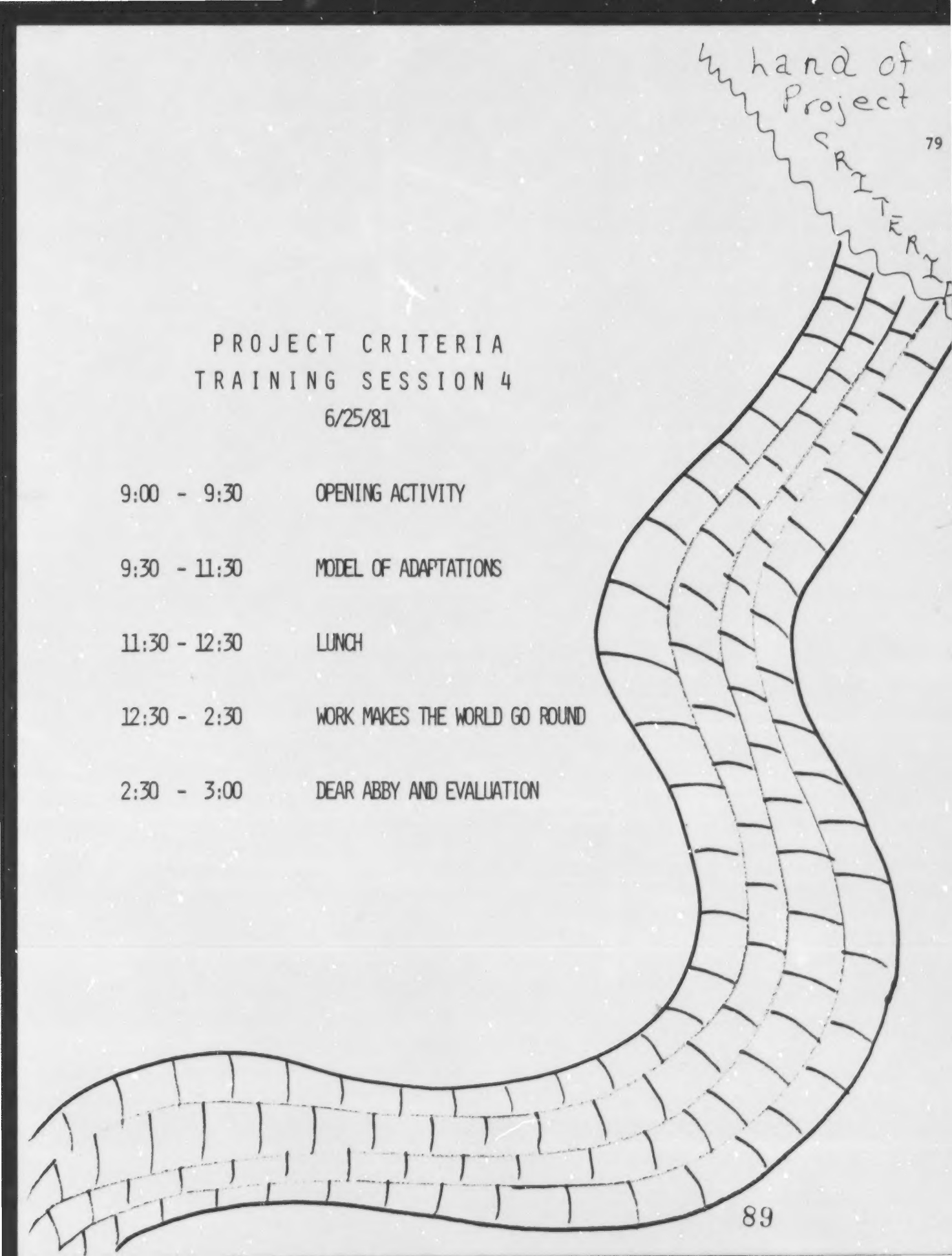
PROJECT CRITERIA
TRAINING SESSION 2
6/23/81

8:30 - 9:00	WELCOME AND OPENING ACTIVITY
9:00 - 9:30	P - R - O - M - I - S - E
9:30 - 11:30	MODEL OF MANAGING SURFACE BEHAVIOR
11:30 - 12:30	LUNCH
12:30 - 2:30	WORK MAKES THE WORLD GO ROUND
2:30 - 3:00	DEAR ABBY



PROJECT CRITERIA
TRAINING SESSION 3
6/24/81

9:00 - 9:30	OPENING ACTIVITY
9:30 - 11:30	MODEL OF PEER TUTORING
11:30 - 12:30	LUNCH
12:30 - 2:30	WORK MAKES THE WORLD GO ROUND
2:30 - 3:00	DEAR ABBY AND EVALUATION



PROJECT CRITERIA
TRAINING SESSION 4
6/25/81

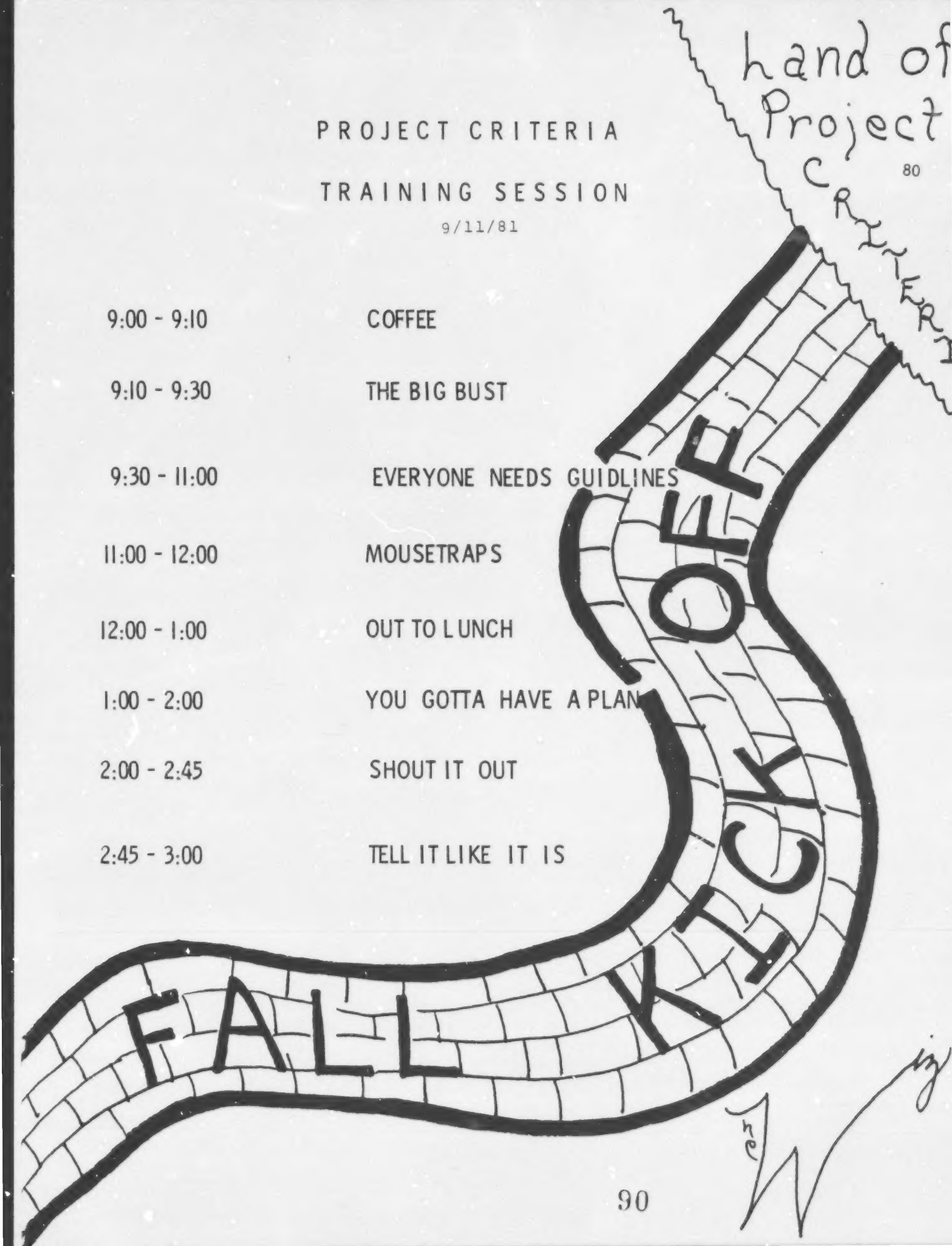
9:00 - 9:30	OPENING ACTIVITY
9:30 - 11:30	MODEL OF ADAPTATIONS
11:30 - 12:30	LUNCH
12:30 - 2:30	WORK MAKES THE WORLD GO ROUND
2:30 - 3:00	DEAR ABBY AND EVALUATION

PROJECT CRITERIA

TRAINING SESSION

9/11/81

9:00 - 9:10	COFFEE
9:10 - 9:30	THE BIG BUST
9:30 - 11:00	EVERYONE NEEDS GUIDLINES
11:00 - 12:00	MOUSETRAPS
12:00 - 1:00	OUT TO LUNCH
1:00 - 2:00	YOU GOTTA HAVE A PLAN
2:00 - 2:45	SHOUT IT OUT
2:45 - 3:00	TELL IT LIKE IT IS

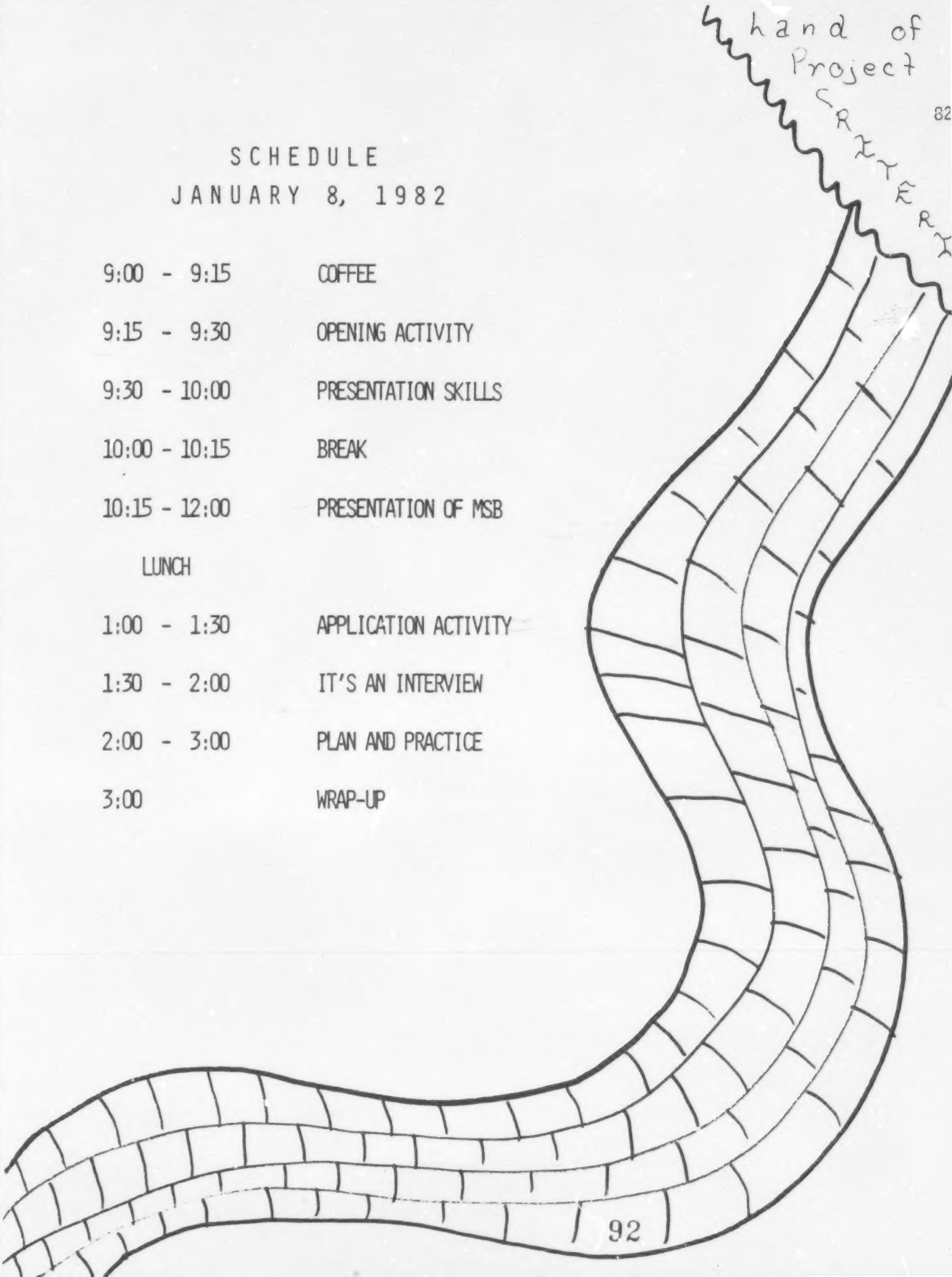


PROJECT CRITERIA

TRAINING SESSION

10/30/81

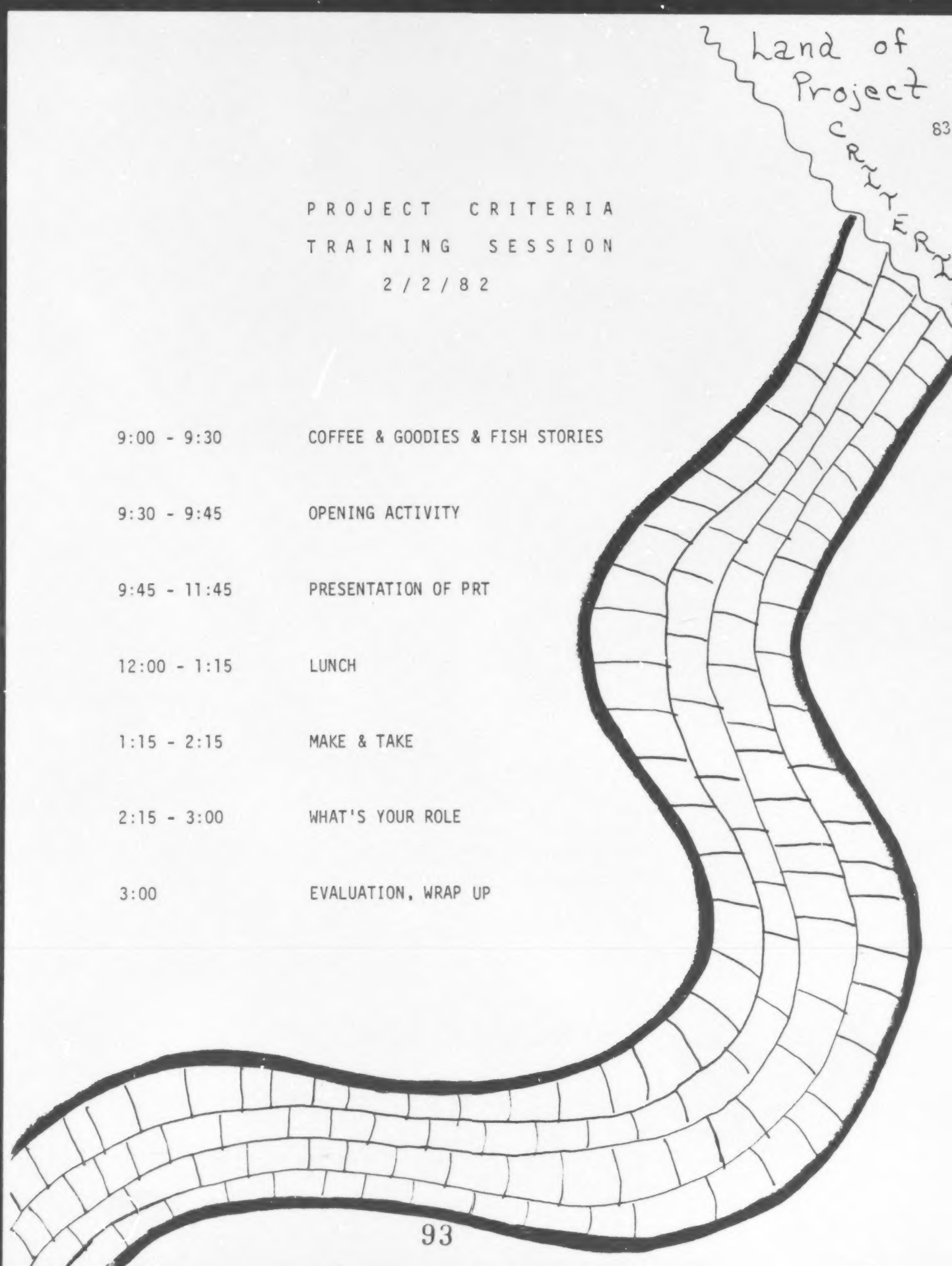
9:00	COFFEE
9:15	WE'RE GLAD YOU ARE HERE!
9:30	PRESENTATION OF CAP
10:30	BREAK
10:45 - 12:00	PRESENTATION OF CAP
12:00 - 1:00	LUNCH
1:00 - 1:30	EASE ON DOWN THE ROAD (NOTEBOOKS, RECORDS, ETC.)
1:30 - 2:00	PLAN, PLAN, PLAN
2:00 - 3:30	THE WORLD OF WORK
3:30	WRAP-UP



82

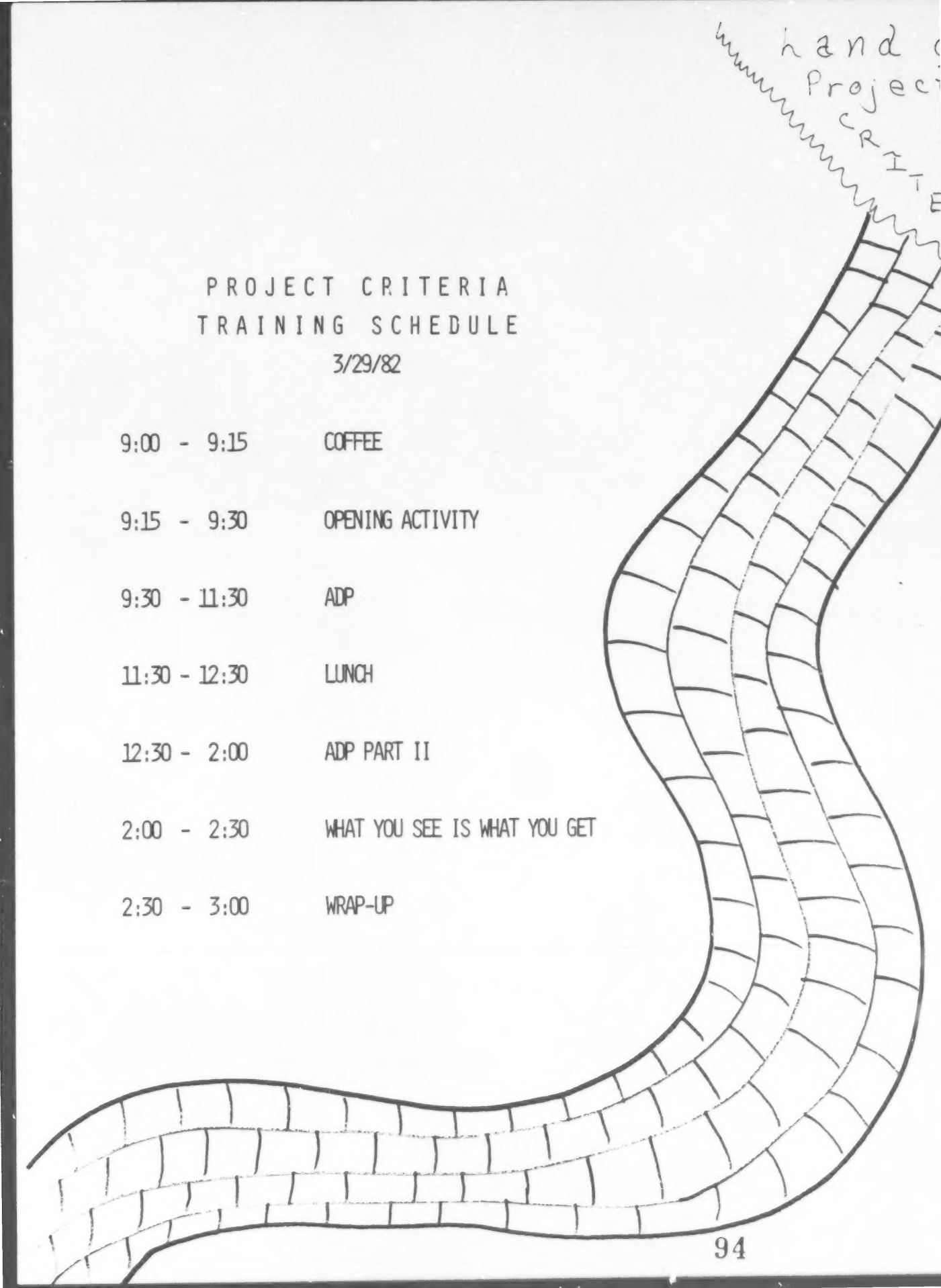
SCHEDULE
JANUARY 8, 1982

9:00 - 9:15	COFFEE
9:15 - 9:30	OPENING ACTIVITY
9:30 - 10:00	PRESENTATION SKILLS
10:00 - 10:15	BREAK
10:15 - 12:00	PRESENTATION OF MSB
LUNCH	
1:00 - 1:30	APPLICATION ACTIVITY
1:30 - 2:00	IT'S AN INTERVIEW
2:00 - 3:00	PLAN AND PRACTICE
3:00	WRAP-UP



PROJECT CRITERIA
TRAINING SESSION
2/2/82

9:00 - 9:30	COFFEE & GOODIES & FISH STORIES
9:30 - 9:45	OPENING ACTIVITY
9:45 - 11:45	PRESENTATION OF PRT
12:00 - 1:15	LUNCH
1:15 - 2:15	MAKE & TAKE
2:15 - 3:00	WHAT'S YOUR ROLE
3:00	EVALUATION, WRAP UP



PROJECT CRITERIA
TRAINING SCHEDULE
3/29/82

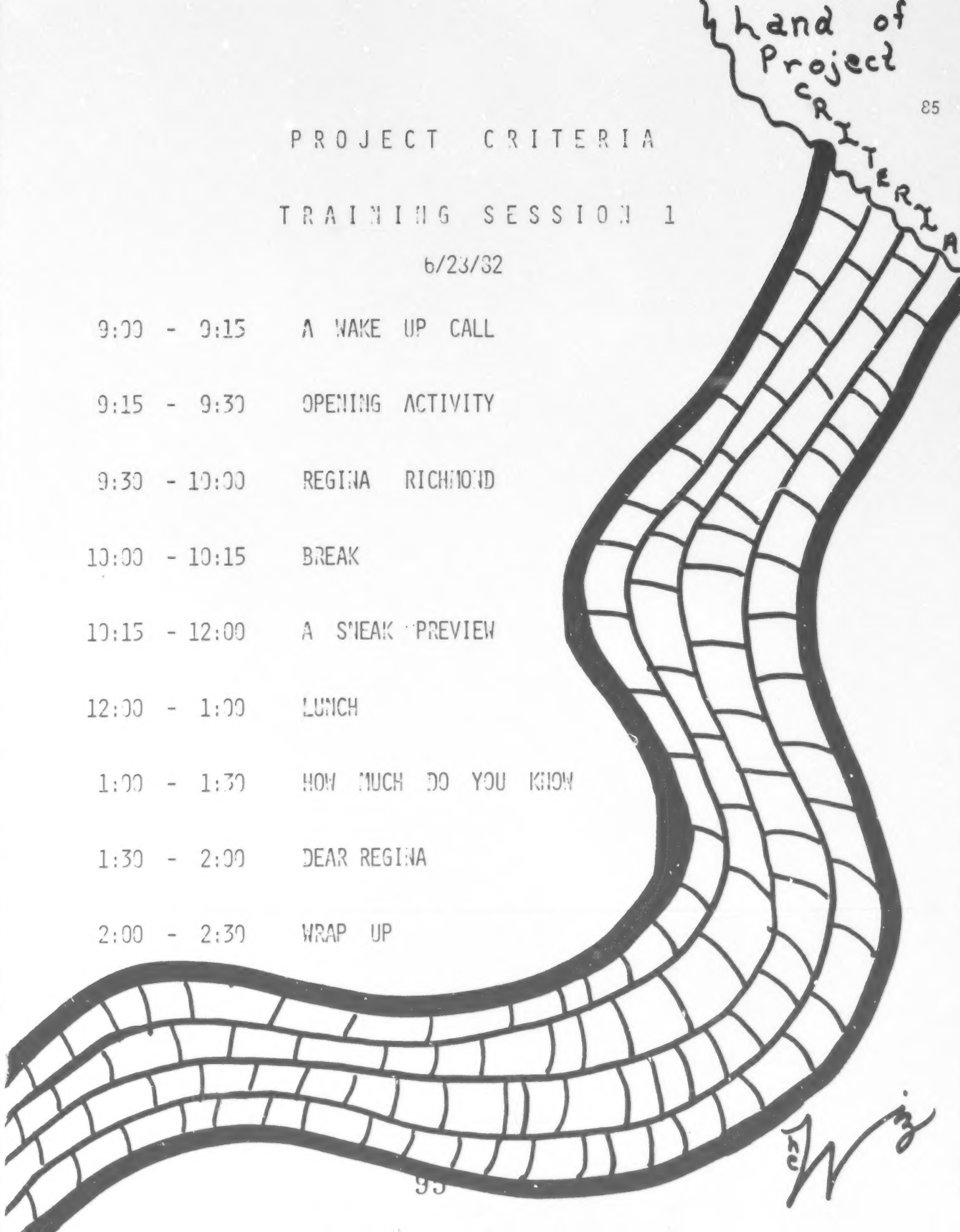
9:00 - 9:15	COFFEE
9:15 - 9:30	OPENING ACTIVITY
9:30 - 11:30	ADP
11:30 - 12:30	LUNCH
12:30 - 2:00	ADP PART II
2:00 - 2:30	WHAT YOU SEE IS WHAT YOU GET
2:30 - 3:00	WRAP-UP

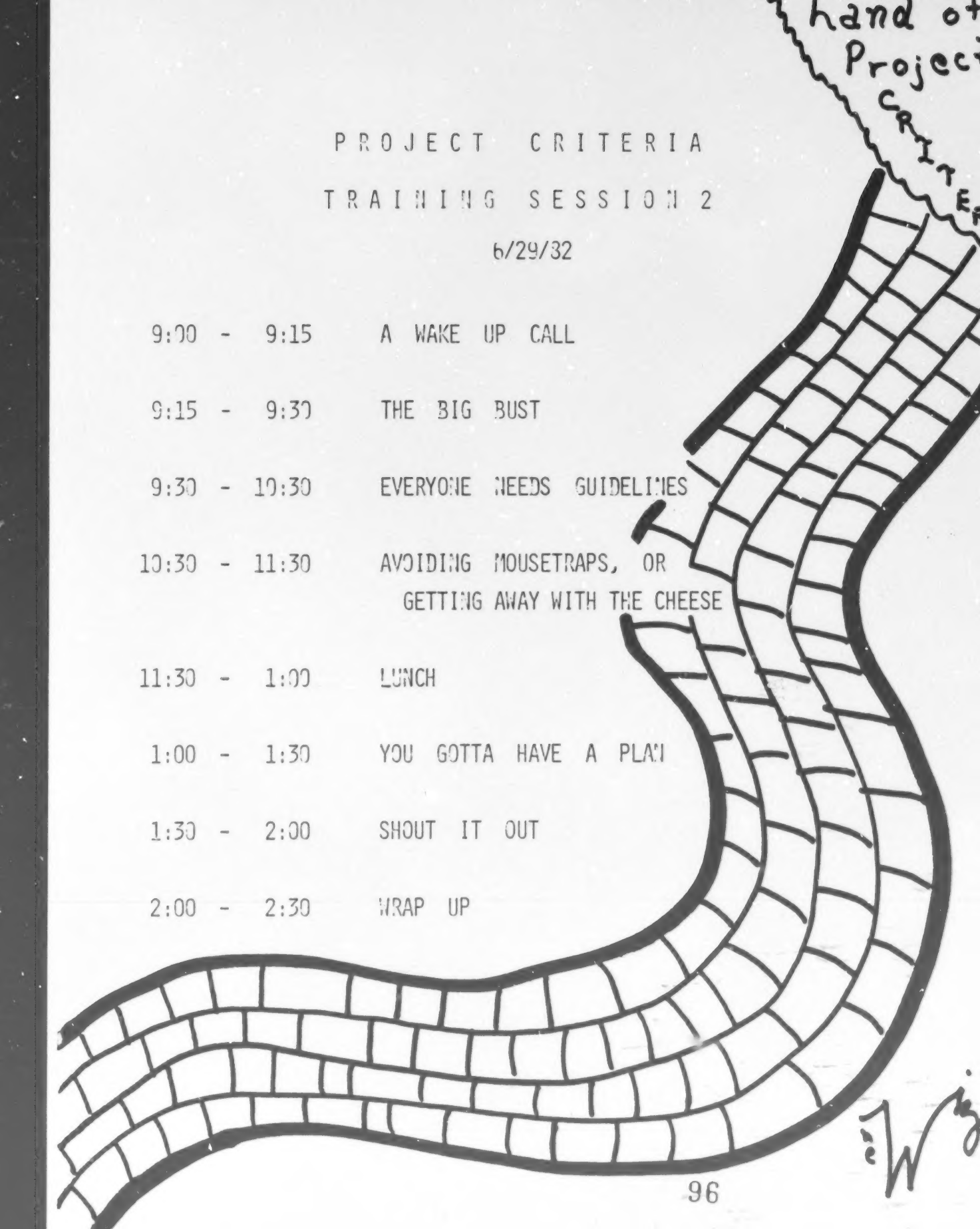
PROJECT CRITERIA

TRAINING SESSION 1

6/23/32

9:00 - 9:15	A WAKE UP CALL
9:15 - 9:30	OPENING ACTIVITY
9:30 - 10:00	REGINA RICHMOND
10:00 - 10:15	BREAK
10:15 - 12:00	A SNEAK PREVIEW
12:00 - 1:00	LUNCH
1:00 - 1:30	HOW MUCH DO YOU KNOW
1:30 - 2:00	DEAR REGINA
2:00 - 2:30	WRAP UP





PROJECT CRITERIA

TRAINING SESSION 2

6/29/32

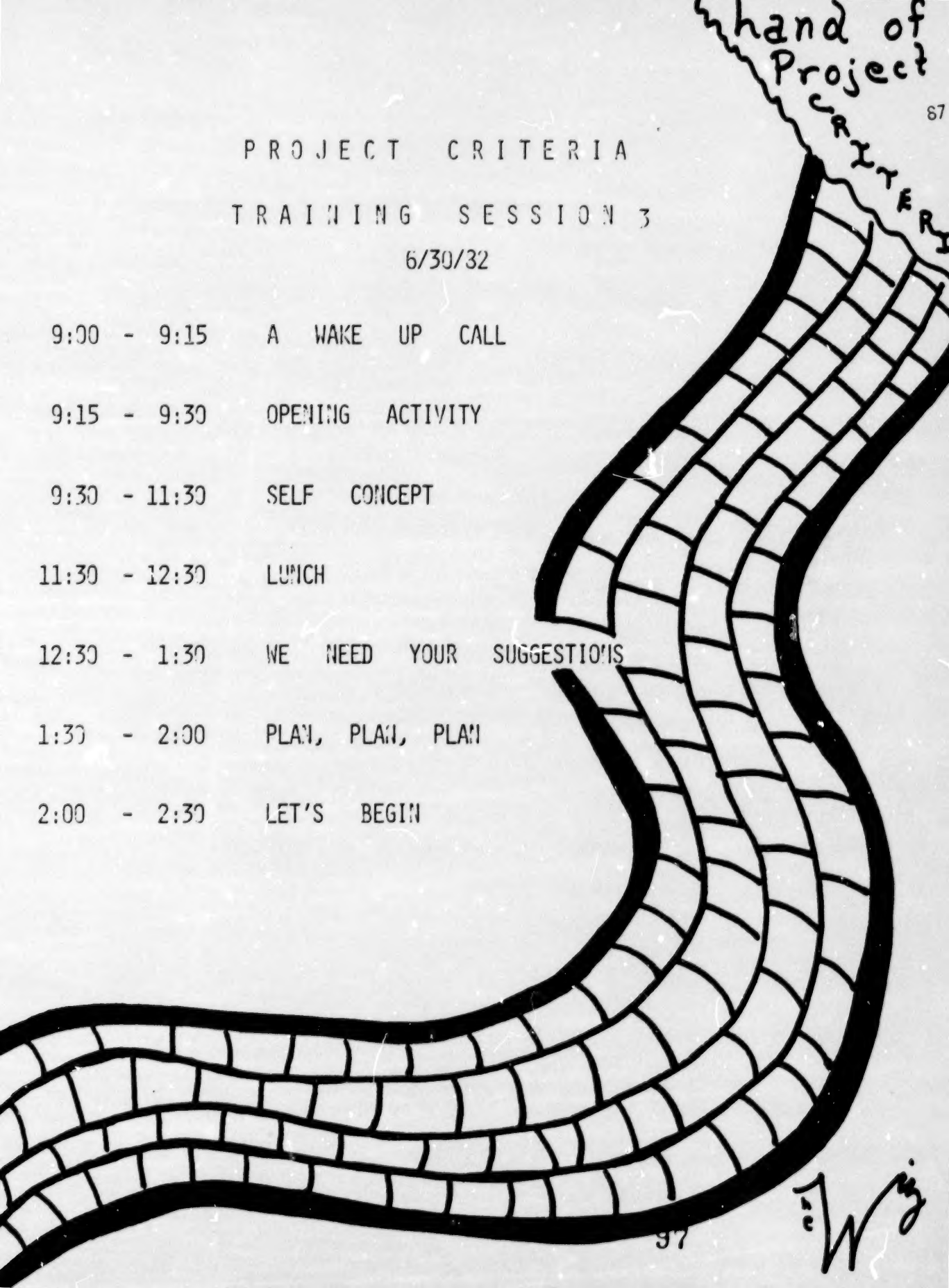
9:00	9:15	A WAKE UP CALL
9:15	9:30	THE BIG BUST
9:30	10:30	EVERYONE NEEDS GUIDELINES
10:30	11:30	AVOIDING MOUSETRAPS, OR GETTING AWAY WITH THE CHEESE
11:30	1:00	LUNCH
1:00	1:30	YOU GOTTA HAVE A PLAN
1:30	2:00	SHOUT IT OUT
2:00	2:30	WRAP UP

PROJECT CRITERIA

TRAINING SESSION 3

6/30/32

9:00 - 9:15	A WAKE UP CALL
9:15 - 9:30	OPENING ACTIVITY
9:30 - 11:30	SELF CONCEPT
11:30 - 12:30	LUNCH
12:30 - 1:30	WE NEED YOUR SUGGESTIONS
1:30 - 2:00	PLAN, PLAN, PLAN
2:00 - 2:30	LET'S BEGIN



Hand of Project CRITERIA

PROJECT CRITERIA

TRAINING SESSION 4

9/27/82

9:00	- 9:15	OPENING ACTIVITY
9:15	- 10:15	LET'S COMMUNICATE
10:15	- 10:30	EVERYBODY DESERVES A BREAK
10:30	- 11:00	SUPER BLOOPER SOLUTIONS
11:00	- 12:00	SELF CONCEPT FEEDBACK & PRACTICE
12:00	- 1:00	OUT TO LUNCH
1:00	- 2:00	CHARACTERISTICS FEEDBACK & PRACTICE
2:00	- 3:00	NITTY GRITTY

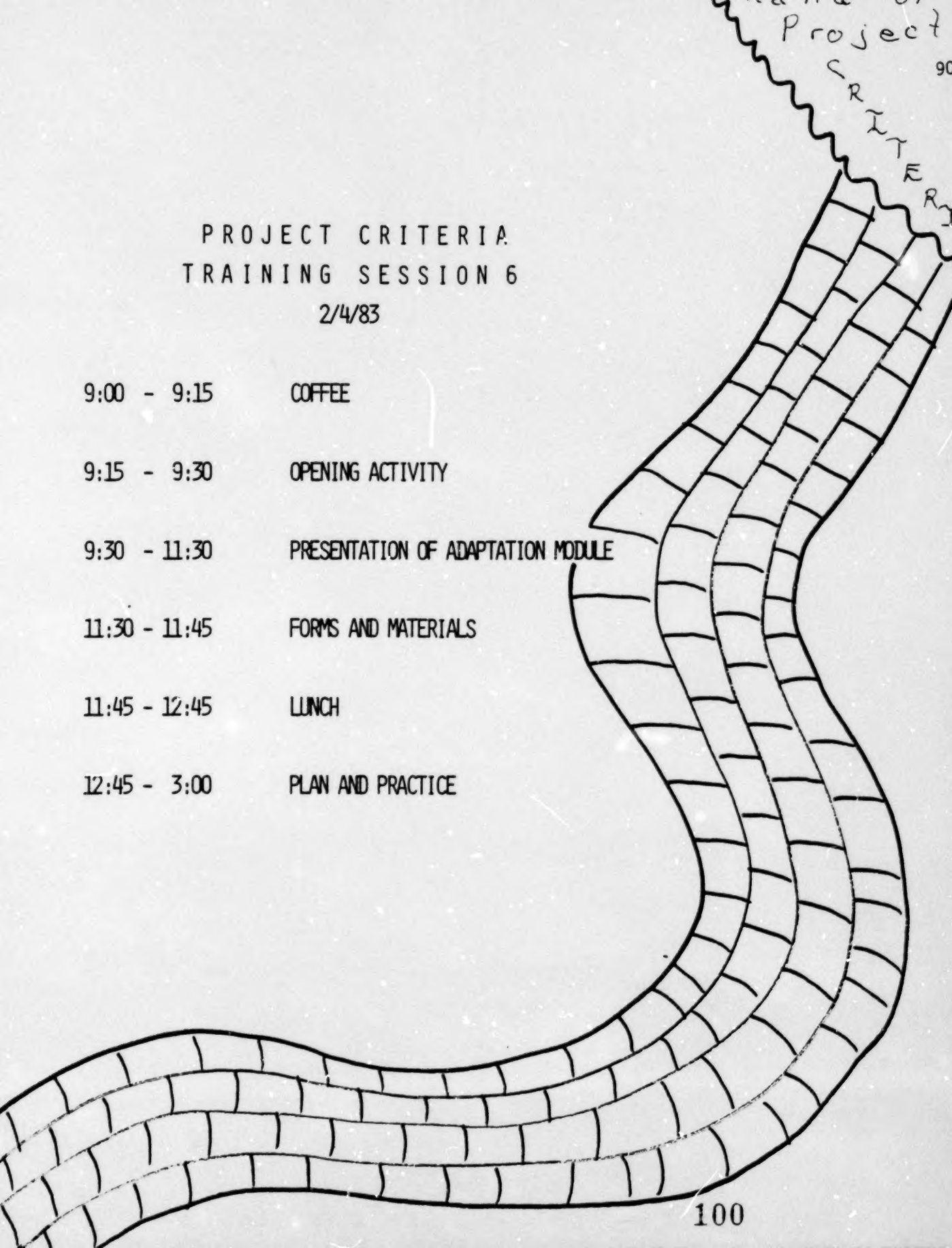
CRITERIA

SCHEDULE

JANUARY 7, 1983

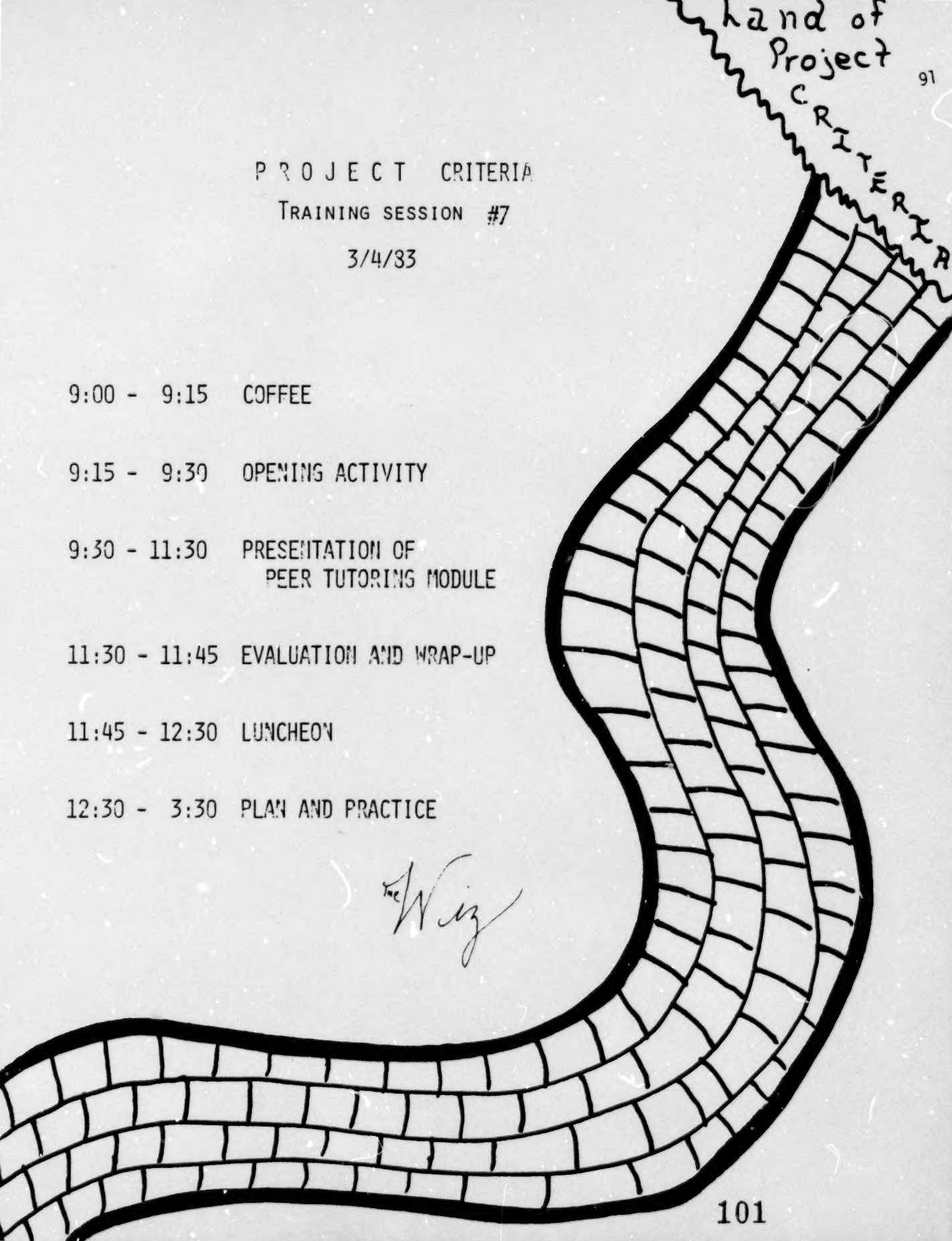
CYCLE II SESSION 5

9:00 - 9:15	COFFEE
9:15 - 9:30	OPENING ACTIVITY
9:30 - 9:45	PRESENTATION SKILLS BRUSHUP
9:45 -11:30	PRESENTATION OF MSB PACKET
11:30-12:00	FORMS AND MATERIALS
12:00- 1:00	OUT TO LUNCH
1:00- 3:00	PLAN AND PRACTICE



PROJECT CRITERIA
TRAINING SESSION 6
2/4/83

9:00 - 9:15	COFFEE
9:15 - 9:30	OPENING ACTIVITY
9:30 - 11:30	PRESENTATION OF ADAPTATION MODULE
11:30 - 11:45	FORMS AND MATERIALS
11:45 - 12:45	LUNCH
12:45 - 3:00	PLAN AND PRACTICE



PROJECT CRITERIA

TRAINING SESSION #7

3/4/83

9:00 - 9:15 COFFEE

9:15 - 9:30 OPENING ACTIVITY

9:30 - 11:30 PRESENTATION OF PEER TUTORING MODULE

11:30 - 11:45 EVALUATION AND WRAP-UP

11:45 - 12:30 LUNCHEON

12:30 - 3:30 PLAN AND PRACTICE

The Wiz

APPENDIX B

Field Consultants Evaluation of Training

EVALUATION OF TRAINING SESSION #1

PROJECT CRITERIA
11/20/80
Chesterfield County

On a scale of 1 to 8 (8 being high), rate the effectiveness of the presentation/activities in preparing you for your role as a trainer.

									$\bar{X}$
1. Introductory Session	1	2	3	4	5	6	7	8	5.5
2. Planning for Workshops	1	2	3	4	5	6	7	8	6.8
3. Guidelines	1	2	3	4	5	6	7	8	7.2
4. Mousetraps	1	2.	3	4	5	6	7	8	7.4
5. Publicity	1	2	3	4	5	6	7	8	7.3

6. What was the most important thing(s) you learned today?

7. How would you improve the training presentation/activities

8. Other comments

EVALUATION OF TRAINING SESSION #2

PROJECT CRITERIA
12/4/80
Chesterfield County

Indicate the degree to which you believe the different activities/presentations have assisted in preparing you to deliver the instructional sequence "Phasing". An eight is the highest rating and a 1 would indicate that the activity/presentation would have been most unsuccessful in preparing you as a trainer. Circle your choice for each activity/presentation.

									$\bar{X}$
1.	Operation Find	1	2	3	4	5	6	7	8	6.3
2.	Operation Read	1	2	3	4	5	6	7	8	6.7
3.	Operation Work Session I	1	2	3	4	5	6	7	8	7.0
4.	Plan, Plan, Plan, (the simulation)	1	2	3	4	5	6	7	8	6.2
5.	Presentation of Packet by Mission Control Staff	1	2	3	4	5	6	7	8	7.2
6.	Interviewing Each Team Member	1	2	3	4	5	6	7	8	7.3
7.	Green Planning Sheet	1	2	3	4	5	6	7	8	7.2
8.	Optional Schedule of your choice.	1	2	3	4	5	6	7	8	7.3
9.	Who's Who	1	2	3	4	5	6	7	8	7.3

10. What one activity/presentation has provided you with the most assistance in preparing to be a trainer for Project CRITERIA.

EVALUATION OF TRAINING SESSION # 3

PROJECT CRITERIA
2/4/81
Chesterfield County

On a scale of 1 to 8 (8 being high), rate the effectiveness of the presentation/activities in preparing you to deliver the first two instruction sequences (i.e. PHS, PL) Circle Choice.

									$\bar{x}$
1. Dial 411 for Information	1	2	3	4	5	6	7	8	6.4
2. Practice Makes Perfect (PHS)	1	2	3	4	5	6	7	8	6.8
3. Everyone Read (PL)	1	2	3	4	5	6	7	8	6.2
4. Presentation of PL Packet	1	2	3	4	5	6	7	8	7.1
5. Application Activity #1, (Due Process Procedures & Procedural Safeguards)	1	2	3	4	5	6	7	8	6.9
6. Application Activity #2, Change Makes the World Go Around)	1	2	3	4	5	6	7	8	6.3
7. Plan, Plan, Plan (PL)	1	2	3	4	5	6	7	8	7.1
8. The Big Box	1	2	3	4	5	6	7	8	7.8

9. What one presentation/activity has provided you with the most assistance in preparing you to be a trainer for PROJECT CRITERIA?

COMMENTS:

EVALUATION OF TRAINING SESSION #4

PROJECT CRITERIA
4/7/81
Chesterfield County

On a scale of 1 to 8 (eight being high), rate the effectiveness of the presentation/activities in preparing you to deliver the third instructional sequence (SE/RLT). Circle choice.

									$\bar{X}$
1. It's a Refresher	1	2	3	4	5	6	7	8	6.8
2. Presentation on SE/RLT	1	2	3	4	5	6	7	8	7.1
3. Formative Activity (Eligibility Committe meeting)	1	2	3	4	5	6	7	8	7.5
4. Review for Test	1	2	3	4	5	6	7	8	6.9
5. What's in the Bag	1	2	3	4	5	6	7	8	7.3

COMMENTS:

EVALUATION OF TRAINING SESSION #5

PROJECT CRITERIA
8/4/81

Chesterfield County

On a scale of 1 to 5 (five being high), rate the effectiveness of the presentation/activities in preparing you to deliver the fifth instructional sequence (BMT-Behavior Management). Circle your choice.

							$\bar{X}$
1.	A New Beginning	1	2	3	4	5	NA	
2.	Model of Instructional Sequence (BMT-morning)	1	2	3	4	5		4.6
3.	Model of Instructional Sequence (BMT-afternoon)	1	2	3	4	5		4.5
4.	Wrap Up	1	2	3	4	5	NA	

EVALUATION OF TRAINING SESSION #6

PROJECT CRITERIA

8/5/81
Chesterfield County

On a scale of 1 to 5 (five being high), rate the effectiveness of the presentation/activitie in preparing you to deliver the fifth and fourth instructional sequences (BMT and MSB). Circle your choice.

						$\bar{X}$
1.	Planning Session for Behavior Management	1	2	3	4	5	4.7
2.	Presentation of Managing Surface Behavior	1	2	3	4	5	4.7
3.	Planning Session for Managing Surface Behavior	1	2	3	4	5	4.7
4.	Potpourri	1	2	3	4	5	4.68

EVALUATION OF TRAINING SESSION #7

PROJECT CRITERIA
9/23/81
Chesterfield County

On a scale of 1 to 5 (five being high), rate the effectiveness of the presentation/activities in preparing you to deliver your sixth instructional sequence packet (AST). Circle your choice.

						$\bar{X}$
1. Presentation of Assessment	1	2	3	4	5	4.5
2. Publicity	1	2	3	4	5	4.4
3. Plan, Plan, Plan	1	2	3	4	5	4.3
4. Post Test	1	2	3	4	5	3.6

EVALUATION OF TRAINING SESSION #8

PROJECT CRITERIA
10/9/81
Chesterfield County

The results of this instrument will be used by Project CRITERIA Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five being high), rate the following items relative to the information in the packet. Circle your choice for each itme.

						$\bar{X}$
1. Presentation of ADP	1	2	3	4	5	4.6
2. Planning for ADP	1	2	3	4	5	4.7
3. Presentation of PRT	1	2	3	4	5	4.5
4. Planning for PRT	1	2	3	4	5	4.5

COMMENTS:

EVALUATION OF TRAINING SESSION #1

PROJECT CRITERIA
6/22/81
Richmond Public Schools

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five being high), rate the following items relative to the information in the packet. Circle your choice for each item.

							$\bar{X}$
1.	Organization of material	1	2	3	4	5	4.9
2.	The clarity of the content	1	2	3	4	5	4.7
3.	The degree to which the content held my interest	1	2	3	4	5	4.9
4.	Effectiveness of trainer in presenting material	1	2	3	4	5	4.9
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	5.0
6.	Regina Richmond	1	2	3	4	5	4.7
7.	Phasing the Handicapped Child into the Regular Classroom	1	2	3	4	5	4.8
8.	It's Yours	1	2	3	4	5	4.4
9.	Work Makes the World Go Round	1	2	3	4	5	4.4
10.	Dear Abby	1	2	3	4	5	4.6

COMMENTS:

EVALUATION OF TRAINING SESSION #2

PROJECT CRITERIA
6/23/81
Richmond Public Schools

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five being high), rate the following items relative to the information in the packet. Circle your choice.

						$\bar{X}$
1.	Organization of material	1	2	3	4	5	4.9
2.	The clarity of the content	1	2	3	4	5	4.9
3.	The degree to which the content held my interest	1	2	3	4	5	4.8
4.	Effectiveness of the trainer in presenting material	1	2	3	4	5	4.9
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	5.0
6.	Managing Surface Behavior	1	2	3	4	5	4.9
7.	Work Makes the World Go Round	1	2	3	4	5	4.8
8.	Dear Abby	1	2	3	4	5	5.0

COMMENTS:

EVALUATION OF TRAINING SESSION #3

PROJECT CRITERIA
6/24/81
Richmond Public Schools

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five being high), rate the following items relative to the information in the packet. Circle your choice for each item.

						$\bar{X}$
1.	Organization of material	1	2	3	4	5	4.9
2.	The clarity of the content	1	2	3	4	5	4.8
3.	The degree to which the content held my interest	1	2	3	4	5	4.7
4.	Effectiveness of trainers in presenting material	1	2	3	4	5	4.9
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.9
6.	Peer Tutoring Model	1	2	3	4	5	4.9
7.	Work Makes the World Go round	1	2	3	4	5	4.9
8.	Dear Abby	1	2	3	4	5	4.9

COMMENTS

EVALUATION OF TRAINING SESSION #4

PROJECT CRITERIA
6/25/81
Richmond Public Schools

The results of this instrument will be used by Project CRITERIA Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five bring high), rate the following items relative to the information in the packet. Circle your choice for each item.

						$\bar{X}$
1.	Organization of material	1	2	3	4	5	4.9
2.	The clarity of the content	1	2	3	4	5	4.7
3.	The degree to which the content held my interest	1	2	3	4	5	4.8
4.	Effectiveness of trainers in presenting material	1	2	3	4	5	4.8
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.8
6.	Adaptations Model	1	2	3	4	5	4.8
7.	Work Makes the World Go Round	1	2	3	4	5	4.8
8.	Wrap Up	1	2	3	4	5	5.0

COMMENTS:

EVALUATION OF TRAINING SESSION #5

PROJECT CRITERIA
9/11/81
Richmond Public Schools

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (five being high), rate the following items relative to the information in the packet. Circle your choice for each item.

						$\bar{X}$
1. The Big Bust	1	2	3	4	5	4.9
2. Everyone Needs Guidelines	1	2	3	4	5	4.7
3. Mousetraps	1	2	3	4	5	4.8
4. You Gotta Have A Plan	1	2	3	4	5	4.7
5. Shout It Out	1	2	3	4	5	4.9

COMMENTS:

EVALUATION OF TRAINING SESSION #6

PROJECT CRITERIA
10/30/81
Richmond Public Schools

On a scale of 1 to 5 (five being high), rate the effectiveness of the presentation/activities in preparing you to deliver the CAP module.

						$\bar{X}$
1. We're Glad You Are Here	1	2	3	4	5	4.8
2. Model Presentation of CAP Module	1	2	3	4	5	4.9
3. Model of Introductory Activity	1	2	3	4	5	4.9
4. Model of Formative Activity	1	2	3	4	5	4.9
5. Model of Application Activity	1	2	3	4	5	4.8
6. Ease on Down the Road	1	2	3	4	5	4.8
7. Plan, Plan, Plan	1	2	3	4	5	4.8
8. The World of Work	1	2	3	4	5	4.9

9. Comments

PROJECT CRITERIA TRAINING
SESSION #7

RPS Spring, January 8, 1982

The results of this instrument will be used by Project Criteria Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured. On a scale of 1 to 5 (5 being high), rate the following items relative to the information in the packet. Circle your choice for each item.

ITEM	RATING SCALE					$\bar{X}$
1. Bumper Stickers	1	2	3	4	5	4.6
2. Presentation Skills	1	2	3	4	5	4.8
3. Presentation of Packet MSB	1	2	3	4	5	4.8
4. Application Activity	1	2	3	4	5	4.8
5. It's An Interview	1	2	3	4	5	4.6
6. Plan and Practice	1	2	3	4	5	4.8

COMMENTS: _____

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SUGGESTIONS: _____

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PROJECT CRITERIA TRAINING
SESSION #8

RPS Spring, February 2, 1982

The results of this instrument will be used by Project Criteria Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured. On a scale of 1 to 5 (5 being high), rate the following items relative to the information in the packet. Circle your choice for each item.

ITEM	RATING SCALE					$\bar{X}$
1. Opening Activity	1	2	3	4	5	4.8
2. Presentation of PRT	1	2	3	4	5	4.8
3. Make & Take	1	2	3	4	5	4.9
4. What's Your Role	1	2	3	4	5	

Comments: _____

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Suggestions: _____

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PROJECT CRITERIA TRAINING
SESSION #9

RPS Spring, March 29, 1982

The results of this instrument will be used by Project Criteria Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured. On a scale of 1 to 5 (5 being high), rate the following items relative to the information in the packet. Circle your choice for each item.

ITEM	RATING SCALE					$\bar{X}$
1. Opening Activity	1	2	3	4	5	4.6
2. Presentation of ADP Part I	1	2	3	4	5	4.8
3. Presentation of ADP Part II	1	2	3	4	5	4.5
4. What You See Is What You Get	1	2	3	4	5	4.6
5. Wrap Up of Project	1	2	3	4	5	4.7

COMMENTS: _____

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SUGGESTIONS: _____

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CYCLE II
Project CRITERIA Training Session # 1

RPS Summer, 1982
6/28/82

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the information in the training session.

ITEM	RATING SCALE					$\bar{X}$
1. Organization of material	1	2	3	4	5	4.9
2. The clarity of the content	1	2	3	4	5	4.8
3. The degree to which the content held my interest	1	2	3	4	5	4.3
4. Effectiveness of trainer in presenting material	1	2	3	4	5	4.9
5. The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.8
6. Regina Richmond	1	2	3	4	5	4.6
7. Characteristics and Attitudes Model	1	2	3	4	5	4.6
8. How Much Do You Know	1	2	3	4	5	4.1
9. Dear Regina	1	2	3	4	5	3.7

Comments: _____

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Suggestions: _____

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CYCLE II
Project CRITERIA Training Session # 2

RPS Summer, 1982
6/29/82

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the inf rmation in the training session

	ITEM	RATING SCALE					$\bar{X}$
1.	Organization of material	1	2	3	4	5	4.9
2.	The clarity of the content	1	2	3	4	5	4.8
3.	The degree to which the content held my interest	1	2	3	4	5	4.8
4.	Effectiveness of trainers in presenting material	1	2	3	4	5	4.9
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.9
6.	Everyone Needs Guidelines	1	2	3	4	5	4.8
7.	Avoiding Mousetraps or Getting Away with the Cheese	1	2	3	4	5	4.9
8.	You Gotta Have a Plan	1	2	3	4	5	4.8
9.	Shout It Out	1	2	3	4	5	4.9

Comments: _____

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Suggestions: _____

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CYCLE II
Project CRITERIA Training Session # 3

RPS Summer, 1982
6/30/82

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the information in the training session.

	ITEM	RATING SCALE					$\bar{x}$
1.	Organization of material	1	2	3	4	5	5.0
2.	The clarity of the content	1	2	3	4	5	4.0
3.	The degree to which the content held my interest	1	2	3	4	5	4.9
4.	Effectiveness of trainers in presenting material	1	2	3	4	5	5.0
5.	The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.8
6.	Model of Self Concept Packet	1	2	3	4	5	4.8
7.	We Need Your Suggestions	1	2	3	4	5	4.9
8.	Plan, Plan, Plan	1	2	3	4	5	4.5
9.	Let's Begin	1	2	3	4	5	5.0

Comments: _____

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Suggestions: _____

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CYCLE II

Project CRITERIA Training Session # 4

RPS Fall, 1982
9/16/82

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high) rate the following items relative to the information and experiences during this training session.

ITEM	RATING SCALE				
1. Opening Activity	1	2	3	4	5
2. Let's Communicate	1	2	3	4	5
3. Super Blooper Solutions	1	2	3	4	5
4. Self Concept Feedback & Practice	1	2	3	4	5
5. Characteristics Feedback & Practice	1	2	3	4	5
6. Nitty Gritty	1	2	3	4	5

Suggestions: _____

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Comments: _____

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CYCLE II

Project CRITERIA Training Session # 5
1/7/83

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the information in the training session.

ITEM	RATING SCALE					$\bar{X}$
1. Organization of material	1	2	3	4	5	4.9
2. The clarity of the content	1	2	3	4	5	4.8
3. The degree to which the content held my interest	1	2	3	4	5	4.7
4. Effectiveness of trainers in presenting material	1	2	3	4	5	4.8
5. The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.9
6. Model of Managing Surface Behavior	1	2	3	4	5	4.7
7. Presentation Skills Brushup	1	2	3	4	5	4.6
8. Forms and Materials	1	2	3	4	5	4.8
9. Plan and Practice Time	1	2	3	4	5	4.9

Comments: _____

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Suggestions: _____

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CYCLE II

Project CRITERIA Training Session # 6
2/4/83

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the information in the training session.

ITEM	RATING SCALE					$\bar{X}$
1. Organization of material	1	2	3	4	5	4.9
2. The clarity of the content	1	2	3	4	5	4.9
3. The degree to which the content held my interest	1	2	3	4	5	4.6
4. Effectiveness of trainers in presenting material	1	2	3	4	5	4.9
5. The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.4
6. Model of Adaptations Packet	1	2	3	4	5	4.7
7. Forms and Materials	1	2	3	4	5	4.8
8. Plan and Practice Time	1	2	3	4	5	4.9

COMMENTS: _____

_____

SUGGESTIONS: _____

_____

CYCLE II

Project CRITERIA Training Session # 7

3/4/83

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high or positive), rate the following items relative to the information in the training session.

ITEM	RATING SCALE					$\bar{X}$
1. Organization of material	1	2	3	4	5	4.8
2. The clarity of the content	1	2	3	4	5	4.4
3. The degree to which the content held my interest	1	2	3	4	5	4.5
4. Effectiveness of trainers in presenting material	1	2	3	4	5	4.8
5. The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	4.5
6. Model of Peer Tutoring Packet	1	2	3	4	5	4.8
7. Evaluation and Wrap up	1	2	3	4	5	4.8
8. Plan and Practice time	1	2	3	4	5	4.9

COMMENTS: _____

_____

_____

SUGGESTIONS: _____

_____

_____

APPENDIX C

Posttest Scores on
Field Consultants

FIELD CONSULTANTS $\bar{X}$ POSTTEST SCORES
ON 8 INSERVICE MODULES
CHESTERFIELD COUNTY

MODULE TITLE	N Field Consultants	$\bar{X}$%
Phasing	63	89.9
Public Law 94-142	67	89.7
Special Education/Related Services	52	97.9
Managing Surface Behavior	67	98.9
Behavior Management	63	92.9
Assessment and Educational Planning	68	96.6
Adaptations	70	99.3
Peer Tutoring	71	96.3

FIELD CONSULTANTS $\bar{X}$ POST TEST
SCORES ON 4 INSERVICE MODULES
RICHMOND PUBLIC SCHOOLS CYCLE I

MODULE TITLE	N Field Consultants	$\bar{X}$%
Characteristics, Attitudes, and Phasing	46	79.5
Managing Surface Behaviors	46	97.1
Adaptations	43	93.4
Peer Tutoring	37	95.9

FIELD CONSULTANTS $\bar{X}$ POST TEST
SCORES ON 5 INSERVICE MODULES
RICHMOND PUBLIC SCHOOLS CYCLE II

MODULE TITLE	N Field Consultants	$\bar{X}$%
Characteristics, Attitudes, and Phasing	38	82.3%
Managing Surface Behaviors	41	98.3%
Adaptations	39	98%
Peer Tutoring	36	90%
Self Concept	39	93.2%

APPENDIX D

Posttest Scores on Teachers

TEACHER'S $\overline{X}$ POSTTEST SCORES
ON 7 INSERVICE MODULES
CHESTERFIELD COUNTY

MODULE TITLE	N Teachers	$\overline{X}$%
Phasing	862	91.13
Public Law 94-142	848	83.70
Special Education/Related Services	793	92.92
Managing Surface Behavior	814	96.90
Behavior Management	812	95.52
Assessment & Educational Planning	790	97.32
Adaptations	796	98.86

TEACHER'S $\bar{X}$ POST TEST SCORES
ON 4 MODULES
RICHMOND PUBLIC SCHOOLS CYCLE I

MODULE TITLE	N of Teachers	$\bar{X}$%
Characteristics, Attitudes, and Phasing	365	81.5
Managing Surface Behaviors	343	90.9
Adapatations	331	93.8
Peer Tutoring	338	86.6

TEACHERS' $\bar{X}$ POSTTEST SCORES
ON 5 INSERVICE MODULES
RICHMOND PUBLIC SCHOOLS CYCLE II

MODULE TITLE	N of Teachers	$\bar{X}$%
Characteristics, Attitudes, and Phasing	245	83.5
Managing Surface Behaviors	205	89.8
Adaptations	236	94.2
Peer Tutoring	249	96.2
Self Concept	242	81.6

APPENDIX E

Field Consultants Evaluation
of Preparation

FIELD CONSULTANTS' EVALUATION OF PREPARATION
TO DELIVER 7 INSERVICE MODULES*
CHESTERFIELD COUNTY

MODULE TITLE	CONTENT	INTRODUCTORY ACTIVITY	FORMATIVE ACTIVITY	APPLIC ACTIVI
Phasing	7.8	7.8	7.8	7.5
Public Law	7.0	7.3	6.9	7.0
Special Education/ Related Services	7.7	7.0	7.7	7.7
Managing Surface Behavior	7.6	7.7	7.6	7.4
Behavior Management	7.3	7.4	7.4	7.2
Assessment and Educational Planning	6.9	7.0	7.4	7.1
Adaptations	7.4	7.3	7.7	7.1

*The mean scores are based on a scale of 1-8.

FIELD CONSULTANTS' EVALUATION OF PREPARATION
TO DELIVER 4 INSERVICE MODULES*
RICHMOND PUBLIC SCHOOLS CYCLE I

MODULE TITLE	CONTENT	INTRODUCTORY ACTIVITY	FORMATIVE ACTIVITY	APPLICATION ACTIVITY
Characteristics, Attitudes & Phasing	4.8	4.8	4.7	4.0
Managing Surface Behaviors	5.0	4.9	5.0	5.0
Adaptations	5.0	5.0	3.1	5.0
Peer Tutoring	4.6	4.9	4.0	4.9

*The mean scores are based on a scale of 1-5.

FIELD CONSULTANTS' EVALUATION OF PREPARATION
TO DELIVER 5 INSERVICE MODULES*
RICHMOND PUBLIC SCHOOLS CYCLE II

MODULE TITLE	CONTENT	INTRODUCTORY ACTIVITY	FORMATIVE ACTIVITY	APPLICATION ACTIVITY
Characteristics, Attitudes & Phasing	4.7	5.0	4.8	4.3
Managing Surface Behaviors	4.4	4.5	4.6	4.4
Adaptations	4.5	4.5	4.5	4.5
Peer Tutoring	4.8	5.0	4.8	4.9
Self Concept	4.7	4.5	4.7	4.8

*The mean scores are based on a scale of 1-5.

APPENDIX F

PROGRAM CHANGES

Virginia Commonwealth University

April 9, 1982

Ms. Gloria Johnson
USOE - GPMD
ROB #3 Room 5715
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Ms. Johnson:

I spoke with you on the phone on 4/6/82 to negotiate my grant (G008001404). Please find enclosed three copies of: Section A of the Budget, Table 2, the Budget and Budget Justification, and cover sheet signed by Herbert Chermside.

As a result of the decreased funding, deletions and modifications are necessary. These are listed below:

1. First year cycle Richmond trainers will not be carried over for the originally scheduled three days.

2. Second year cycle Richmond trainers will receive four days of training in 82-83, as opposed to the originally scheduled eight days. Richmond Schools is trying to get funds to expand this but to date no funds have been committed for substitute release.

3. One of the three days of summer training will be used for modeling of a finalized training module.

4. There will be no consultants for technical assistance and evaluation. The consultant for training the trainers has been reduced from 28 to 5 days and currently trained trainers from the first cycle will be used free of grant charge.

5. Travel for dissemination purposes will be eliminated.

If you have any questions, please let me know. My phone number at VCU is (804) 257-1305. I appreciate your assistance.

Sincerely,

Rosemary Lambie, Ed.D.
Assistant Professor

RL:mc
Enclosures

School of Education • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284

APPENDIX G

SUMMATIVE QUESTIONNAIRES

TEACHERS
QUESTIONNAIRE
EVALUATION OF PROJECT CRITERIA

Social Security #_____(1-9) School_____(11-12)

Professional (14)
1. Regular Teacher___
2. Special Teacher___
3. Other___

Sex (19)
1. Female___
2. Male___

Age_____(16-17) Years Teaching_____(21-22)

The results of this instrument will be used by Project CRITERIA staff to evaluate the project. You are not asked to identify yourself, thus your anonymity is assured. We do need to use your social security number, but only to corroborate information on the questionnaire if there are errors in coding.

On a scale of 1 to 5 (5 being "much" or "positive" and 1 being "little" or "negative"), rate the following items relative to Project CRITERIA training.

	ITEM	RATING SCALE	
1.	The degree to which I feel prepared to educate handicapped students in the regular classroom.	1 2 3 4 5	(24)
2.	The degree to which I understand the reasons that handicapped students encounter difficulty in achieving success.	1 2 3 4 5	(26)
3.	My attitude toward educating mildly handicapped pupils in regular classrooms for portions of the school day is:	1 2 3 4 5	(28)
4.	The degree to which I feel comfortable in teaching handicapped students in the regular classroom.	1 2 3 4 5 NA	(30)
5.	The extent to which I used techniques in the classroom that I learned from the training.	1 2 3 4 5	(32)
6.	The amount of progress handicapped students in my class have made.	1 2 3 4 5	(34)
7.	The degree to which I believe the handicapped students in my class are adjusted.	1 2 3 4 5	(36)
8.	The effectiveness of using building level personnel as trainers.	1 2 3 4 5	(38)
9.	To what extent do I need additional inservice on mainstreaming.	1 2 3 4 5	(40)
10.	My rating of the usefulness of the Self-Concept Module.	1 2 3 4 5 NA	(42)
11.	My rating of the usefulness of the Characteristics, Attitudes, and Phasing Module.	1 2 3 4 5	(44)
12.	My rating of the usefulness of the Managing Surface Behavior Module.	1 2 3 4 5	(46)
13.	My rating of the usefulness of the Adaptations of Materials, Assignments and Instruction Module.	1 2 3 4 5	(48)
14.	My rating of the usefulness of the Peer Tutoring Module.	1 2 3 4 5	(50)

TRAINERS QUESTIONNAIRE
EVALUATION OF PROJECT CRITERIA

Social Security #_____--___--_____ (1-9)

School_____(11-12)

Professional (14)
1. Regular Teacher ___
2. Special Teacher___
3. Other___

Sex (19)
1. Female___
2. Male___

Age_____(16-17)

Years Working in Education_____(21-22)

The results of this instrument will be used by Project CRITERIA staff to evaluate the project. You are not asked to identify yourself, thus your anonymity is assured. We do need to use your social security number, but only to corroborate information on the questionnaire if there are errors in coding.

On a scale of 1 to 5 (5 being "strongly agree" and 1 being "strongly disagree"), rate the following items relative to Project CRITERIA.

	ITEM	RATING SCALE	
1.	Referrals to special education have increased.	1 2 3 4 5	(24)
2.	The activities in the training modules were effective.	1 2 3 4 5	(26)
3.	There was too much information presented in the sessions.	1 2 3 4 5	(28)
4.	The modeling of the modules by grant staff was beneficial.	1 2 3 4 5	(30)
5.	There was not enough time to prepare for the presentations.	1 2 3 4 5	(32)
6.	The topics/content of the modules were relevant.	1 2 3 4 5	(34)
7.	Shorter inservice sessions were needed.	1 2 3 4 5	(36)
8.	The manner or style of the modules was immature.	1 2 3 4 5	(38)
9.	Referrals to special education have decreased.	1 2 3 4 5	(40)
10.	The modules were motivating and interesting.	1 2 3 4 5	(42)
11.	We should have been able to adapt the modules to meet the needs of our own school building staff.	1 2 3 4 5	(44)
12.	Teachers applied techniques learned in their classrooms.	1 2 3 4 5	(46)
13.	The written modules were easy to follow and well organized.	1 2 3 4 5	(48)
14.	Teachers' attitudes about teaching handicapped students in their classes improved.	1 2 3 4 5	(50)
15.	The use of team members to deliver the training was beneficial.	1 2 3 4 5	(52)
16.	It was effective to have building level trainers making the presentations.	1 2 3 4 5	(54)

APPENDIX H

FORMATIVE QUESTIONNAIRES

EVALUATION OF TRAINING FORM (FORM #2)

Check One

Regular Teacher ____
Special Teacher ____
Other ____ _____

Title of Packet (Specify)

_____

School (Specify)

_____

The results of this instrument will be used by Project CRITERIA Staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 8, (8 being high), rate the following items relative to the information in the packet. If the training took several sessions, rate as a total packet (not just the last sessions). Circle your choice for each item.

	ITEM	RATING SCALE
1.	The clarity of the content	1 2 3 4 5 6 7 8
2.	The degree to which the content held my interest	1 2 3 4 5 6 7 8
3.	The usefulness of the information for teachers in working with handicapped children	1 2 3 4 5 6 7 8
4.	The effectiveness of the Opening Activity to set the stage for training	1 2 3 4 5 6 7 8
5.	The effectiveness of the activities during the session to clarify the content material	1 2 3 4 5 6 7 8
6.	The effectiveness of the activities in providing meaningful practice	1 2 3 4 5 6 7 8
7.	The effectiveness of the trainers in presenting material	1 2 3 4 5 6 7 8
8.	At this point in time, the degree to which I feel prepared to educate handicapped students in the regular classroom	1 2 3 4 5 6 7 8

9. At this point in time, my attitude toward educating mildly handicapped pupils in regular classrooms for portions of the instructional day is

1 2 3 4 5 6 7 8
unfavorable neutral favorable

EVALUATION OF TRAINING FORM (FORM # 2)

Check One

Regular Teacher ____
Special Education ___
Other _____

Title of Module (Specify)

_____

School (Specify)

_____

The results of this instrument will be used by Project CRITERIA staff to document training as well as modify areas as needed. You are not asked to identify yourself, thus your anonymity is assured.

On a scale of 1 to 5 (5 being high), rate the following items relative to the information in the inservice. Circle your choice for each item.

ITEM	RATING SCALE					
1. The clarity of the content	1	2	3	4	5	
2. The degree to which the content held my interest	1	2	3	4	5	
3. The usefulness of the information for teachers in working with handicapped students.	1	2	3	4	5	
4. The effectiveness of the Opening Activity to set the stage for training	1	2	3	4	5	
5. The effectiveness of the activities during the session to clarify the content material	1	2	3	4	5	NA
6. The effectiveness of the activities in providing meaningful practice	1	2	3	4	5	NA
7. The effectiveness of the trainers in presenting material	1	2	3	4	5	
8. At this point in time, the degree to which I feel prepared to educate handicapped students in the regular classroom	1	2	3	4	5	

9. At this point in time, my attitude toward educating mildly handicapped students in regular classrooms for portions of the instructional day is:

1	2	3	4	5
unfavorable		neutral		favorable